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ABSTRACT

Intended to train first grade students in safe conduct on the school bus, on bicycles, in an auto and in the school environment and to develop the perceptual skills they need as pedestrians, this curriculum provides directions and materials for approximately 150 safety learning activities. Safety concepts and skills are taught through activities from various curriculum areas, including art, math, music, prereading and science. In addition, ideas are given for auditory and visual perception activities, bulletin boards and field trips, and other learning experiences. The materials can be used selectively or in sequence. Nearly half of the document consists of lesson materials for developing the perceptual skills of pedestrians, including gross motor as well as exercises for visual and auditory perception. While the remaining four safety content areas are more briefly developed, lesson materials for teaching school bus safety are emphasized. The document also provides (1) pre- and post-tests for a few activities; (2) approximately 65 masters that can be reproduced for classroom use; (3) a cross reference list enabling the teacher to select activities in terms of safety area, integrated subjects, type of activity and/or type of skill taught; (4) a bibliography citing films and filmstrips, teacher preparation books and materials, games and children's books and curriculum and instructional materials; (5) a list of resource persons; and (6) learning activity and film evaluation forms. (Author/RH)

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SIS

INTERDISCIPLINARY TRAFFIC SAFETY INSTRUCTIONAL SYSTEM

SIS

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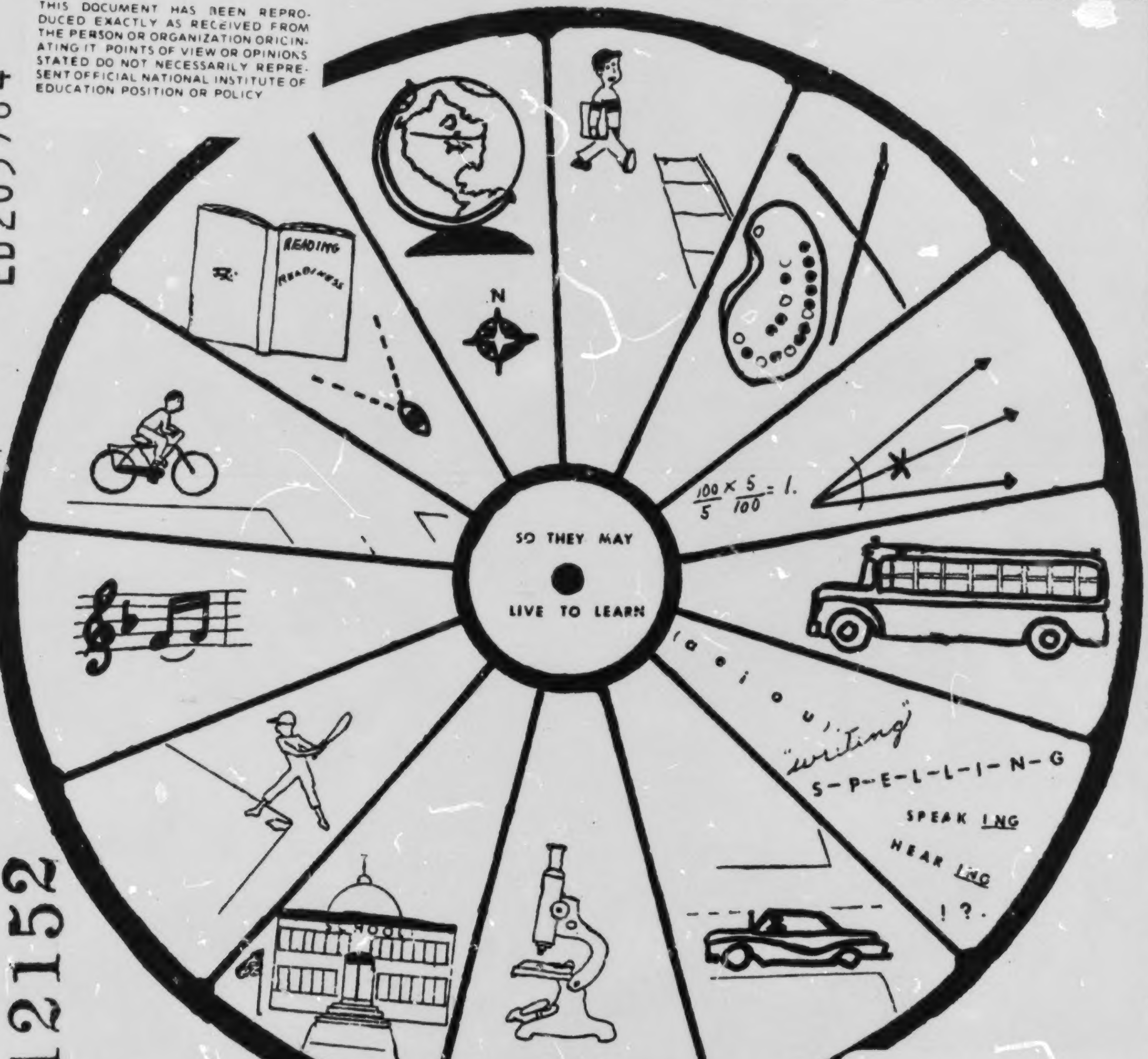
SO THEY MAY
LIVE TO LEARN
READING
READINESS
N
$\frac{100}{5} \times \frac{5}{100} = 1.$
a e i o u,
"writing"
S-P-E-L-L-I-N-G
SPEAK ING
HEAR ING
!?.
SCHOOL

PS012152

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SERIES I

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PRELUDE

This Safety Education Program encompasses the latest methods of the functional, visual perceptual motor approach to learning. It utilizes the disciplines of education, psychology, optometry and other related fields. It takes into account how children learn the concepts and precepts that they must rely on daily, in order to safely and successfully survive in a complex adult-engineered traffic world.

The survival, safety and success of children depends not so much on knowing a set of rules or regulations about safety, but by a systematic process of identifying, predicting, deciding and executing a specific behavior when confronted with a potentially dangerous situation. The child must first identify the hazard, predict what will occur if certain actions are taken or not taken and then, by calling on stored memory of past experiences, correctly decide on an appropriate action. Finally, he must then execute the best action or reaction to successfully manage the encounter. These encounters occur as children attempt to cross intersections, ride in the family auto or on the school bus. They happen in the home as well as the school environment, in the playground, athletic fields and when riding bicycles and motor equipment. This process of identifying, predicting, deciding and executing is largely triggered by visual inputs in order to cerebraly match data with stored memory traces that have been also visually acquired.

Although we receive information from other sense modalities such as hearing, touch, taste and smell, eighty five per cent of the information we have of the world around us is acquired through vision. Vision monitors and verifies the other sense data. We are aware then of the certitude of Arnold Gessell's statement, "Vision is the dominant sense..in order to know the child, we must know his vision."[1] It was Aristotle who said that there is nothing in the mind that didn't come through the senses. Chardin's adage, "To see or to perish",[2] exemplifies the importance of vision for survival. Survival and seeing are closely linked today as was for our progenitors who successfully slew the saber tooth tiger.

Many individuals have made significant contributions toward understanding the role of vision and its relation to the learning process. Some of the most outstanding people are: G. N. Getman*, A. M. Skeffington, George Crow, Harry Foug, Samuel Renshaw, N. C. Kephart, Darell Boyd Harmon, Robert Kraskin, Florence Sutphin, R. C. Orem, Ray C. Wunderlick, and many others. They all emphasize that vision is learned and has a necessary motor component. The latest interpreters of the writings of Jean Piaget * strongly endorse the thrust of education in this direction. We owe a debt to the professionals today who are concerned about learning and how best to arrange conditions for learning to occur. They dared to take a new tact, and follow convictions based upon sound principles.

It behooves us who have classroom and clinical responsibilities to bring the best methods and techniques to our children. We must also be aware of the models of learning and acquire skills of applying them in the classroom with the individual child.

We, in modern functional optometry, find a great sense of satisfaction in seeing our techniques and principles being utilized, for we know the soundness and effectiveness of this approach to the human organism. As Robert Kraskin so strongly urged, "We can, should and must use the principles and tools of the disciplines, but never use the methods of another profession."[3]

*For further identification, see page iv.

Modern optometric visual training has long stressed the fact that visual competency is a trainable skill that has ramifications in all human performance. Consequently, an interdisciplinary approach must be taken to insure maximum autonomy on the part of the developing child. Now more and more teachers are realizing the educational benefit to the child that comes from an interdisciplinary approach. Together we all must grow in the knowledge of how children learn to see, so they can survive safely and successfully in our sophisticated world. We call on you to be aware and alert to opportunities available today to make education the joy it must be if true learning is to take place.

Leonard T. Saltysiak
Optometrist

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2. Pierre Tielhard de Chardin, *Phenomenon of Man* (New York, N.Y.: Harper Textbooks, 1959.)

3. Robert A. Kraskin, *You Can Improve Your Vision* (Garden City, New York: Doubleday & Company, Inc., 1968.)

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INTRODUCTION

HOW TO USE THIS PROGRAM

THE OVERALL OBJECTIVE OF THIS INTERDISCIPLINARY INSTRUCTIONAL SYSTEM FOR TRAFFIC SAFETY IS TO PROVIDE AN EFFECTIVE TOOL FOR TRAINING THE YOUNG IN THE KNOWLEDGE AND SKILLS NEEDED TO EFFICIENTLY COPE WITH THE TRAFFIC ENVIRONMENT. THIS PROGRAM PRESENTS SAFETY AWARENESS AND RESPONSIBILITY AS A NECESSARY "WAY OF LIFE" AND NOT AS A RESTRICTIVE PRESCRIBED LIST OF "DO'S" AND "DON'TS".

WITHIN EACH OF THE FIVE SAFETY AREAS, MATERIALS HAVE BEEN DEVELOPED TO PROVIDE SEQUENTIAL LEARNING. AN "A LA CARTE" APPROACH TO SELECTING THOSE ACTIVITIES WHICH ARE SPECIFICALLY RELEVANT TO YOUR STUDENTS IS ENCOURAGED. HOWEVER, THIS PUBLICATION IS ALSO DESIGNED TO BE USED IN A PROGRESSIONAL SEQUENCE.

THE FOLLOWING ARE SPECIFIC CHARACTERISTICS OF THIS INSTRUCTIONAL PROGRAM THAT WILL ASSIST YOU IN ITS USE:

1. A TABLE OF CONTENTS BASED ON THE CONCEPTS FOR EACH MAJOR SAFETY AREA IS LOCATED AT THE FRONT OF EACH GRADE LEVEL PUBLICATION. THIS ALLOWS THE TEACHER TO CHOOSE THOSE SAFETY AREAS BY CONTENT BASED UPON THE ASSESSED NEEDS OF THE STUDENT.

2. A CROSS REFERENCE IS PROVIDED IN THE BACK OF EACH GRADE LEVEL PUBLICATION TO ALLOW SELECTION OF SAFETY CONTENT BY SAFETY AREA, INTEGRATED SUBJECTS, TYPE OF ACTIVITY AND TYPE OF SKILL. WITHIN THE SAFETY AREAS YOU MAY SELECT LESSONS IN A PARTICULAR SUBJECT AREA OR CHOOSE SPECIFIC SKILLS THAT ARE NEEDED FOR YOUR STUDENTS, THE LESSONS ARE FURTHER DENOTED AS TEACHER DIRECTED, GROUP OR INDIVIDUAL ACTIVITIES, SEE PAGES 249 THROUGH 262.

3. SPECIAL EMPHASIS HAS BEEN PLACED ON THE USE OF MASTERS FOR REPRODUCTION. EACH MASTER HAS THE DIRECTIONS FOR USE ON THE BACK OF IT. EVERY MASTER IS DESIGNATED BY A TITLE, LETTER AND PAGE NUMBER. THE MASTERS ARE LISTED IN THE CROSS REFERENCE UNDER "MASTERS FOR REPRODUCTION", AS WELL AS UNDER EACH INTEGRATED SUBJECT.

4. A BIBLIOGRAPHY OF FILMS, TEACHER PREPARATION, BOOKS AND MANUALS, CHILDREN'S BOOKS AND OTHER RELATED INSTRUCTIONAL MATERIAL IS PROVIDED. THIS LISTING CONTAINS MOST OF THE CURRENT BOOKS AND MATERIALS THAT ARE RELATED TO THIS PROGRAM! MOST OF THESE ARE AVAILABLE ON A SHORT LOAN BASIS FROM THE MARYLAND STATE DEPARTMENT OF EDUCATION, SAFETY AND TRANSPORTATION PHONE: 796-8300, EXT. 287.

5. AN EVALUATION FORM IS INCLUDED FOR YOU TO SUBMIT AT ANY TIME YOU DEEM IT APPROPRIATE, BUT ESPECIALLY AT THE CONCLUSION OF EACH SCHOOL SEMESTER. YOUR EVALUATION IS ESSENTIAL IN ORDER TO ADEQUATELY ASSESS THE EFFECTIVENESS OF THIS PROGRAM FOR BOTH THE TEACHER AND THE STUDENT. THESE EVALUATIONS WILL BE USED AS A BASIS FOR FUTURE REVISIONS.

7

SAFETY INSTRUCTIONAL SYSTEM EVALUATION

PLEASE BE FRANK AND CONSTRUCTIVE IN COMPLETING THIS EVALUATION. RETURN A COPY OF THIS FORM AT THE END OF EACH SEMESTER (OR MORE OFTEN IF YOU WISH) TO:

MARYLAND STATE DEPARTMENT OF EDUCATION
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BALTIMORE, MARYLAND 21240

GRADE LEVEL K 1 2 3 4 5 6
(CHECK ONE)

	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT
1. CLEAR AND CONCISE PRESENTATION OF CONCEPTS AND CONTENT FOR THE TEACHER.			
2. CONCEPTS AND ACTIVITIES SUITABLE FOR GRADE LEVEL COMPETENCIES.			
3. FORMAT EASILY FOLLOWED.			
4. ACTIVITIES COMMENSURATE WITH OBJECTIVES.			
5. ACTIVITIES PRACTICAL FOR APPLICATION OF CONTENT.			
6. VISUALS ADEQUATELY COORDINATED WITH LESSONS.			
7. TECHNICAL MATERIAL APPROPRIATE TO STUDENT COMPREHENSION LEVEL AND TEACHER UNDERSTANDING.			
8. INTERDISCIPLINE APPROACH TO ACTIVITIES REALISTIC AND EFFECTIVE.			
9. CROSS REFERENCE SYSTEM EFFECTIVE AND HELPFUL.			
10. BIBLIOGRAPHY AND RESOURCE REFERENCE.			

11. ARE MORE ACTIVITIES NEEDED? __YES __NO. IF YES, IN WHAT AREA? __________

12. PLEASE LIST ANY ACTIVITIES YOU FEEL SHOULD BE EXCLUDED. __________

13. HOW DO YOU FEEL THIS PUBLICATION IS BEST USED? ___A LA CARTE THROUGHOUT ___AS SUPPORT MATERIAL FOR OTHER SUBJECT AREAS ___AS A SEPARATE COURSE OF STUDY WITHIN THE SCHOOL WEEK ___AS OCCASION PRESENTS ITSELF

14. HOW DO YOU PLAN TO USE THIS PUBLICATION IN THE FUTURE? ___DAILY ___MONTHLY ___ONLY OCCASIONALLY ___NOT AT ALL ___OTHER (SPECIFICY) __________

PLEASE INDICATE YOUR SUGGESTIONS ON THE REVERSE SIDE OF THIS PAPER IN ANY AREAS WHICH YOU MARKED AS NEEDING IMPROVEMENT. ANY OTHER CRITICISMS OR COMMENTS ARE ALSO APPRECIATED.

8

SAFETY FILM CRITIQUE FORM

(SEE DIRECTIONS ON BACK)

CHECK ONE:

☐ BOY

☐ GIRL

NAME: ______________________

CHECK ONE:

	YES	NO	UNDECIDED
1. DID YOU LIKE THIS FILM?	☐	☐	☐
2. DO YOU THINK THIS FILM WAS EFFECTIVE?	☐	☐	☐
3. DO YOU FEEL THE SITUATIONS PRESENTED IN THIS FILM WERE REALISTIC?	☐	☐	☐
4. IF ANSWER TO #3 IS NO, WHICH SITUATIONS WERE UNREALISTIC AND WHY? ______________________ ______________________ ______________________			
5. DID THIS FILM SUPPLY YOU WITH NEW INFORMATION?	☐	☐	☐
[illegible] COULD YOU IDENTIFY ANYONE IN THIS FILM AS REPRESENTATIVE OF PEOPLE YOU KNOW?	☐	☐	☐
7. WOULD YOU LIKE TO SEE OTHER SUBJECTS USE THIS FILM TECHNIQUE FOR INSTRUCTION?	☐	☐	☐
8. DO YOU THINK VIEWING THIS FILM WILL CAUSE YOU TO CHANGE SOME OF YOUR BEHAVIOR?	☐	☐	☐
9. IF ANSWER TO #8 IS YES, IN WHAT WAY WILL YOU CHANGE YOUR BEHAVIOR? ______________________ ______________________			
10. IF ANSWER TO #8 IS NO, WHY WILL YOU NOT CHANGE YOUR BEHAVIOR? ______________________ ______________________			

IF YOU WISH, PLACE ANY ADDITIONAL COMMENTS ON THE BACK OF THIS SHEET.

9

SAFETY FILM CRITIQUE FORM

DIRECTIONS

THE FILM CRITIQUE IS DESIGNED TO BE USED WITH THE SAFETY FILMS LISTED IN THE BIBLIOGRAPHY. AFTER THE CRITIQUE HAS BEEN COMPLETED, THE STUDENTS CAN TABULATE THE RESULTS AND REPORT THEM TO THE CLASS. VARIATION: HAVE THE CHILDREN SUGGEST ACTIVITIES AND/OR REPORTS THAT CAN BE MADE FROM INFORMATION GAINED FROM THE CRITIQUE.

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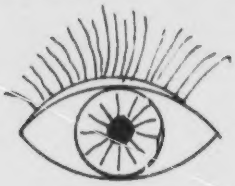
PEDESTRIAN PERCEPTUAL SAFETY ACTIVITIES



UNIT OBJECTIVES:

Through developmental perceptual training activities, the student will be able to acquire the basic perceptual skills necessary to the pedestrian task.

A totally coordinated body is necessary to function efficiently in the complex traffic world.

All senses must be developed and trained to cope with the traffic environment to ensure maximum efficiency.

This curriculum is presented so that the teacher will be able to develop through instructional training activities the skills that are necessary for the desired behavior in children coping with the traffic environment.

Each level is provided with a pre and post-skill test to enable the teacher to determine proficiency levels of entering students and to indicate progress.

Note: If children are not at expected skill level, refer to the developmental activities of the previous level.

INTRODUCTION

PEDESTRIAN PERCEPTION SKILLS

TO THE TEACHER

The first unit of this level deals with Perceptual Training Skills. Activities in this unit are designed to facilitate basic physical (eye, hand, etc.) and mental (perspectives) perceptual skill training that is essential in the traffic environment. You will note that this broad area overlaps and is inter-related to other basic learning skills.

When applicable, a pre-test is provided to determine skill levels of your students. If students do not have these skills, you may wish to refer to the previous level for activities to use with your students.

The following post tests in Body Movement (pages 13-14), Dominant Hand (pages 15-16), Directionality (pages 27-28), and Auditory Perception (pages 116-117) have been provided to assess the level of competencies in these areas.

TEACHER INFORMATION

VISUAL PERCEPTION ORGANIZATION

Organization of visual perception is a prime stage in the development of a total child. It is the turning-point in the development of intellectual capabilities. It is the end result of sequences and interweaving relationships that come out of the processes just given.

Perceptual organization furnishes the ability to body mechanisms for the interpretation, understanding, and concepts of our world and its contents. The simplest examples of this ability are in the eye-hand interchange. Vision as a receptor can help us to understand our world more completely than any other sensory mechanism.

Quality vision is necessary for safe behavior. There is a direct relationship between the quality of visual perception and safe actions. A child must be able to "see" and interpret the specifics within his visual environment.

> Individualized Reading. Self-paced Activities by
> Evangeline L. Garrison, 1970, Dansville, New York
> The Instructor Publications, Inc. p.7.

HISTORY OF ROADS AND PEDESTRIANS

The word pedestrian is made up of two words, ped meaning foot, and tris meaning on, on foot or walking, the most universal means of locomotion. The problem has always been how to get from one place to another safely.

About 3000 B.C. the first paved roads were built by the Egyptians, mainly to transport the huge blocks of stone used in building the pyramids. About 312 B.C. the Romans built a road called the Appian Way, and chariots endangered pedestrians on this road. Hundreds of years later, in the reign of Edward I of England, it became evident that the plight of the pedestrian was no better, so the first law designed to help the pedestrian was passed, "No pigs allowed on the streets between the hours of seven in the morning and six in the evening."

In 1780, the first sidewalk was invented in Paris, so the pedestrian could walk in safety along a street. With the invention of the automobile, the problems of the pedestrian increased, but he stubbornly kept on walking. Many people walk constantly on their jobs - the mailman, the soldier, the surveyor, and you, the pedestrian.

Walt Disney Productions
"I'm No Fool As A Pedestrian"

16

INTRODUCTION TO BODY MOVEMENT

A coordinated child is less accident prone and is better equipped to cope with his moving environment. Better posture and coordination is essential in safety education. Getman states that children must be able ..."to explore and develop the interrelationships of the sides of their bodies and the combinations of movements involved in bilaterality, as well as to be able to visually direct their movements..."[1]

A PRE-TEST is provided to enable the teacher to determine what skills the children already possess and to isolate those skills that need further development. Directions for administration are provided on the tests which follow.

---

[1] G. N. Getman, and others, Developing Reading Readiness, New York: Webster Division, McGraw Hill Book Co., 1968, p. 8.

Post-test for Kindergarten
Pre-test for Grade One

Directions--Individually or in small groups, instruct children to perform the tasks listed below. Use chec sheet provided to indicate areas where improvement is needed.

	Name of Student																									
IDENTIFICATION--TO TOUCH AND NAME THEIR OWN BODY PARTS																										
1. Stomach																										
2. Head																										
3. Eyes																										
4. Nose																										
5. Mouth																										
6. Ears																										
7. Arms																										
8. Hands																										
9. Fingers																										
10. Legs																										
11. Feet																										
12. Toes																										
MOVEMENT SKILLS:																										
1. Crawl																										
2. Walk (sideways, forward & backward																										
3. Hop (forward & backward)																										
4. Jump (sideways, forward & backward)																										
5. Skip (forward & backward)																										
6. Gallop (forward)																										
7. Run (forward & backward)																										
8. Balance																										
9. Catch a ball																										
10. March (forward & backward)																										
11. Tiptoe (forward & backward)																										
12. Stand in front of their chairs																										
13. Stand so that door is behind them																										

BODY MOVEMENT

SPECIFIC MOVEMENT TASKS:																								
1. Can balance on one foot (girls 6-8 seconds)(boys 4-6 seconds)																								
2. Hop a distance of 16 ft.																								
3. To balance on his toes for several seconds																								
4. Assumes adult posture in throwing for distance																								
5. Can walk long distances on tiptoes																								
6. Runs 30 yards in just over 8 seconds or less																								
7. Catches large playground ball bounced to him from 15 ft. away																								
8. Bounces playground ball, using one or two hands																								

DIRECTIONALITY

Post-test for Kindergarten
Pre-test for Grade One

Instruct children to perform the tasks below indivi ually or in small groups. Use check sheet provided to indicate areas where improvement is needed.

RIGHT AND LEFT DIRECTIONALITY ACTIVITIES	Name of Student																											
1. Hop to the right																												
2. Hop to the left																												
3. Look to the left side of body																												
4. Look to the right side of body																												
[illegible]. Point to the right side of your head																												
6. Point to the left side of your head																												
7. Point to your right foot																												
8. Point to your left foot																												
9. Touch your right shoulder																												
10. Raise the right arm, shoulder, leg, etc.																												
11. Bend the left knee, elbow, hand, etc.																												
12. Raise the left arm & right leg, or raise right arm & left leg																												
13. Touch the left ankle, ear, ankle, foot, etc.																												
14. Swing the right arm, left arm																												
15. Swing the left leg, right leg																												
1[illegible] Run to the right																												
17. Run to the left																												
18. Tiptoe to the right																												
19. Tiptoe to the left																												

DIRECTIONALITY

	Name of Student																										
20. Touch left shoulder with left hand; right ear with left hand, etc.																											
21. Swing the right arm and left leg, etc.																											
22. Swing right arm and right leg--left arm, left leg.																											

COMMENTS:

OBJECTIVES: Using templates the students will be able to complete a square, triangle, and circle without more than one half inch deviation from the template design.

The students will be able to trace the patterns drawn with the templates without more than one half inch deviation from the original lines.

The students will be able, from memory, to draw by hand the template shapes approximately the same size without more than one and one half inch deviation from the original template shape.

THE CIRCLE

DESIRED OUTCOME: To develop the continuity and rhythm of eyes and hand movements, and the opportunity for visual inspection of resulting patterns.

1. Master for Reproduction - A, The Circle

SUGGESTED INSTRUCTIONS TO CHILDREN

1. Pick up the Chalkboard Template (see pattern) and hold it flat against the chalkboard with one hand.
2. Try to hold it just in front of, and just a little below, your nose.
3. Pick up a piece of chalk, Place it against the chalkboard inside of the shape you see in the middle of the Template.
4. Now draw this shape. Move your whole arm while you keep the chalk against the edge of the shape you see there.
5. Start at the top of the Circle and go around and around this shape until

DIRECTIONS FOR TEACHERS

NOTE: The Chalkboard Templates and Desk Template 1 should be used by children in the order described here until a degree of facility is demonstrated in each form. Then have the children use Desk Template 2 in addition to Template 1.

1. Have children stand comfortably erect, with feet slightly apart on the floor for good easy balance.
2. Urge children to hold the chalk firmly, but not so tightly that tension appears in the arm movements. Have them hold their heads still and follow the chalk with their eyes.
3. Have all the children

tell you to stop.

6. I will count 1-2-3-4-5 as you go around the shape.

7. You should have your chalk at the top of the shape each time I say a number. Go around five times.

8. Ready: 1-2-3-4-5.

9. Change hands and go in the other direction. If you were holding the chalk in your right hand, hold it now in your left hand. Hold the Template against the chalkboard with the other hand.

10. Start your chalk at the top of the Template shape, and I will count for you again. Go around five times.

11. Ready: 1-2-3-4-5.

12. Now the other direction. Ready: 1-2-3-4-5.

13. Take the Template away from the chalkboard. Step back and look at the pretty circles you have made.

14. Are they nice, smooth circles, or are some of them "scribbly"?

15. Erase the circles and try again. This time try to make your lines as smooth and round as you can.

16. Count out loud with me. Ready: 1-2-3-4-5.

start drawing in a clockwise direction. If necessary, this can be explained as "toward the door" or window, as the case may be in your classroom.

4. Children should continue to use this Template until their forms are completely circular with no cutting across an arc of the Circle. This is very important because it is the use of this Template that will let them learn to keep that chalk against the edge of the form so all following forms will be effectively completed. Further reasons for this will be evident as additional forms are used.

5. This Template, and all others, should be used to guide the child's preferred hand at first. As skill is acquired, the nonpreferred hand should also hold the chalk. This switching of hands emphasizes the kinesthetic (muscle sense) and proprioceptive (movement) signals that can come from each hand in this activity. Skill and fluidity of movements are desired for both hands, but no attempt should be made to alter a child's hand preference. Each child will determine his own preference and "dominance" as skills improve.

6. Have children walk out the chalkboard pattern in an open floor space. This

17. Now the other direction. Count with me. Ready: 1-2-3-4-5.

18. Step back and see if your circles are more round and smooth this time.

will reinforce the directions their hand movements will make.

ELABORATIONS:

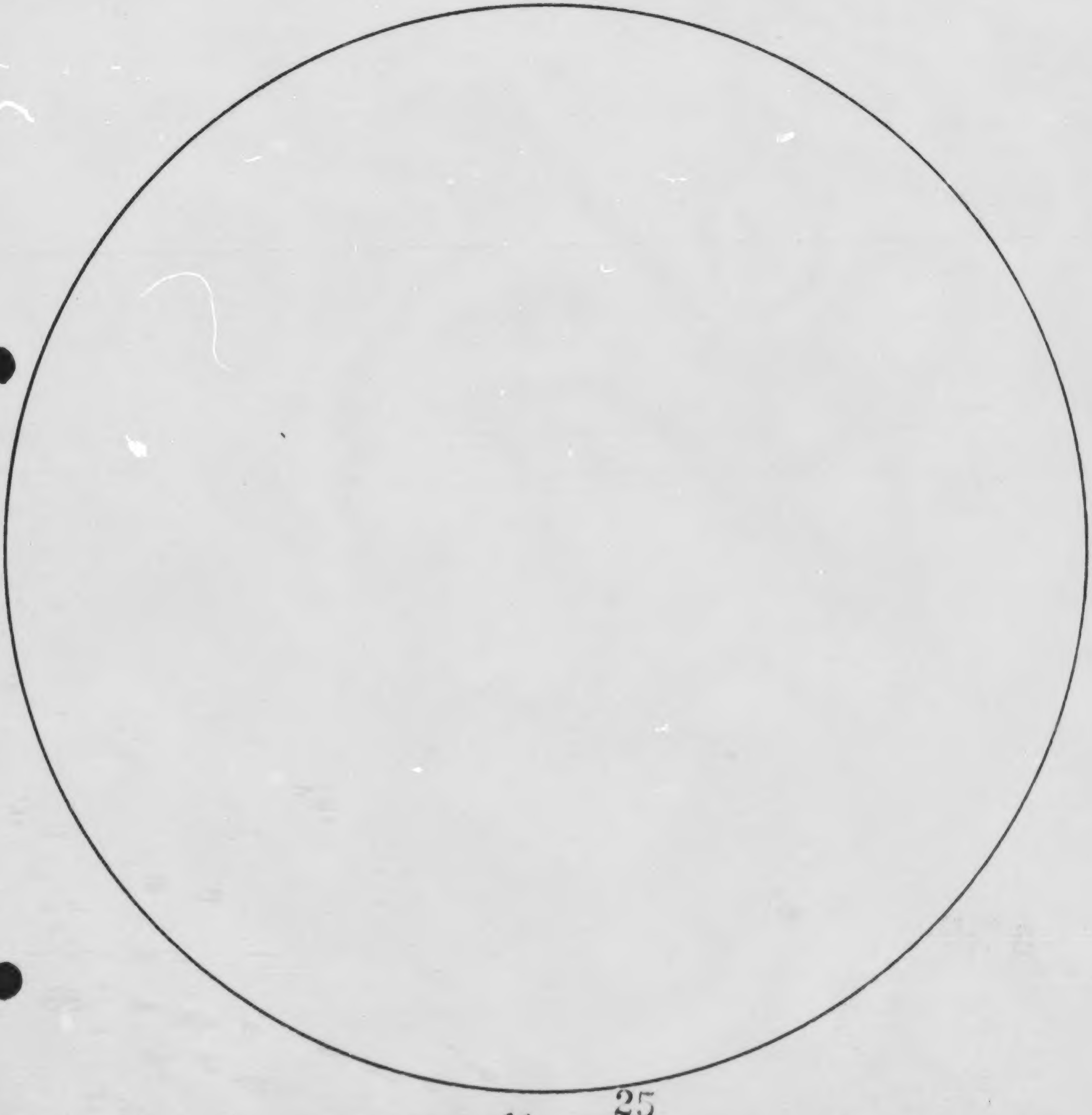
1. Each child picks up a Circle Template and places it against the chalkboard in front of his nose. Ask each child to make this shape by drawing around the inside edge of the form. He should fill the available chalkboard space assigned to him with as many of the forms as he can get into the area. He should be cautioned not to let the forms overlap.

2. Repeat #1 above and have the child place his circle forms side by side, up and down, in a square, etc.

3. Tilted surface: Many children have difficulty making the perceptual transition that a line drawn "down" on the chalkboard is represented as a "down" line on paper at the desk by drawing a line "toward" oneself. This concept can be discussed by the teacher and a little experience can be given by providing an easel and large paper upon which the geometric shapes can be drawn by the child.

A

CIRCLE TEMPLATE



MASTER FOR REPRODUCTION A

CIRCLE TEMPLATE

DIRECTIONS

Make Template out of stiff cardboard or masonite, cutting out the center portion. For left handed children, reverse from left to right using the back of the Template.

2. Master for Reproduction - B - THE SQUARE

DESIRED OUTCOME: To develop directionality of hand and eye movements; to provide experiences in changes in direction, and continuity. These, in turn, develop closure - the completion and perception of a form - and the opportunity for visual inspection of resulting patterns.

SUGGESTED INSTRUCTIONS TO CHILDREN

1. Pick up the Chalkboard Template and hold it against the chalkboard as you did the Circle Template.
2. Remember to hold it just in front and just below your nose.
3. Pick up your chalk in the other hand. Place it flat against the chalkboard inside of the shape you now see in the middle of the Template.
4. As you draw this shape, be more careful than ever to hold the chalk against the Template all the time as you draw your lines.
5. Pay special attention to the corners of this shape. Let your chalk turn each of these corners as sharply as possible.
6. Start your chalk in the upper left-hand corner of the shape and make your first line across the top of the form.
7. I will count 1-2-3-4, 1-2-3-4 as you make this shape.
8. You should have your chalk in a corner each time I say a number.
9. Ready: 1-2-3-4, 1-2-3-4.

DIRECTIONS FOR TEACHERS

1. Have children stand comfortably erect, with feet slightly separated for good balance.
2. Urge children to use full arm movements, and to grip the chalk firmly but without tension.
3. Lines should go in a clockwise direction first, but it is important that children find that they can go the opposite direction with the same ease and rhythm.
4. Children should use this Template until the form is completed without any round corners. The finished drawing must be a square square. not a round-cornered square.
5. When you can observe fluid and controlled hand movements inside of the Templates, challenge children to make squares on the chalkboard without the Templates. If their lines are not straight and corners rounded, have them continue to use the Templates for further experience in directionality and the change of direction a square demands.

10. Start in the same corner as before, but make your first line down the left side of the form. Now you will be going in the other direction.

11. Ready: 1-2-3-4, 1-2-3-4.

12. Now change hands so your other hand holds the chalk, Start in the same corner and I will count for you again. Ready: 1-2-3-4, 1-2-3-4.

13. Take your Template away from the board. Step back and look at the squares you have made.

14. Are they good, even squares, or are some of the lines scribbly and some of the corners round instead of good, sharp corners?

15. Erase your squares, and try again. This time try to make your lines straight and your corners very sharp.

16. Count out loud with me. Ready: 1-2-3-4, 1-2-3-4.

17. Now the other direction, and count with me. Ready: 1-2-3-4.

18. Step back and see if your lines and corners are better. Look very closely at the corners because they must be sharp.

19. Did you notice that you always ended at the same place where you started? How many corners did you turn? How many corners does a square have: How many sides does a square have?

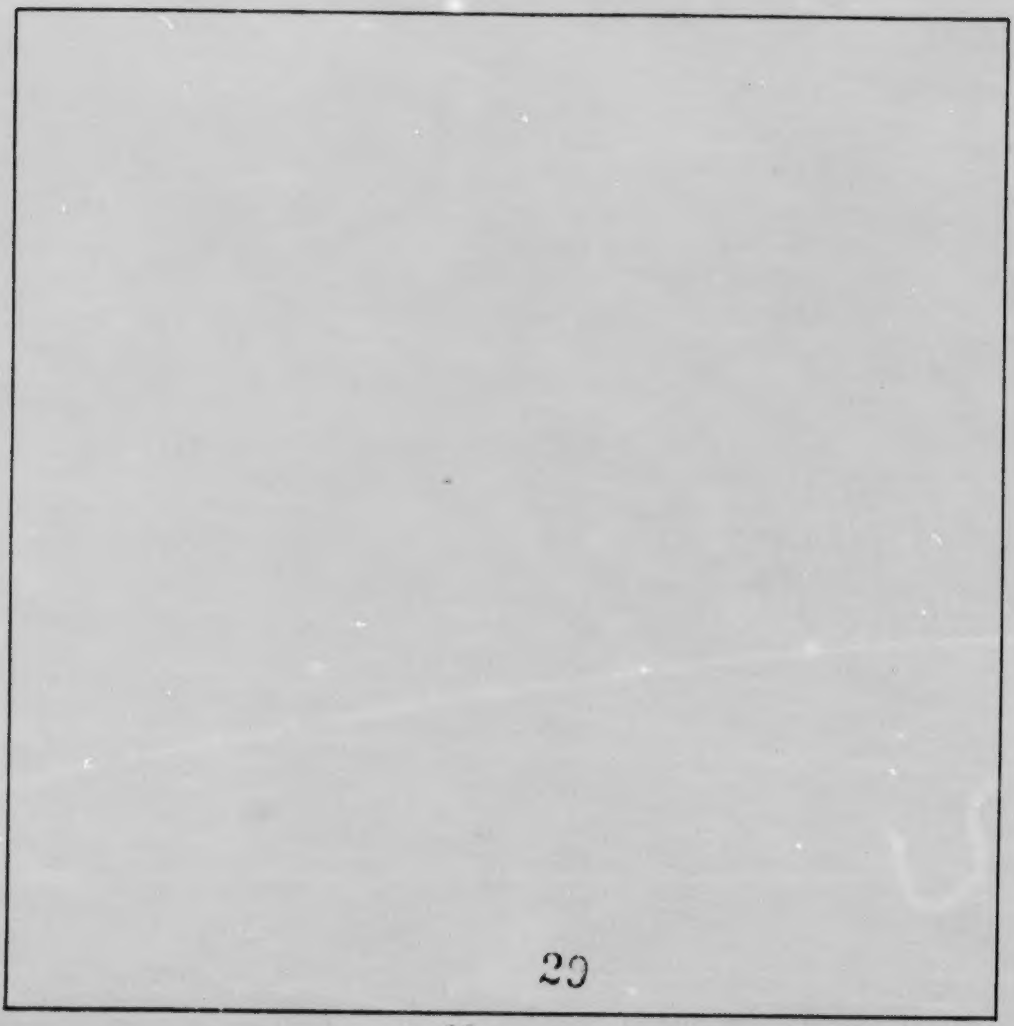
6. Help children to realize that they go around the square twice if they count to 8, and three times if they count to 12.

7. Watch the children to see that they reach a corner on the correct count.

8. Have children walk out the chalkboard pattern in an open floor space. This reinforces the recognition of corners that results from a full body turn and change in direction.

NOTE: There should be an instantaneous stop and start at each corner. Rhythm and continuity of all movements are the critical measures of the children's progress. Freedom and skill of each hand is important, and the child who is clumsy with his non-preferred hand should be given the chance to improve this hand action. When the children step back to make inspections of their forms that they have drawn, make a point of the fact that a square has four equal-length lines for its sides.

SQUARE TEMPLATE



MASTER FOR REPRODUCTION B

SQUARE TEMPLATE

DIRECTIONS

Make Template out of stiff cardboard or masonite, cutting out the center portion. For left handed children, reverse from left to right using the back of the Template.

3. Master for Reproduction - C - THE TRIANGLE

DESIRED OUTCOME: To develop control of hand movements; to provide experiences in changes in direction which combine diagonal lines with the horizontal base line; to explore lines other than horizontal and vertical; to provide continuity and closure in a form, and the opportunity for visual inspection of resulting patterns.

SUGGESTED INSTRUCTIONS TO CHILDREN

1. Start your chalk in the top corner of this form. This form is called a triangle.
2. Move your chalk down to your right, across to your left, and back to the top corner.
3. I will count 1-2-3 as you make your lines.
4. You should have your chalk in a corner each time I say a number.
5. Ready: 1-2-3, 1-2-3, 1-2-3.
6. Start in the top corner again, but this time go the other direction - down to your left, across the bottom, and up to the top corner.
7. Ready: 1-2-3, 1-2-3, 1-2-3.
8. Change hands so your other hand holds the chalk. Ready: 1-2-3, 1-2-3.
9. Now step back and look at the forms you have made on the board.
10. Are your lines straight and your corners sharp?
11. Erase your triangles, and try again. Try hard to make your lines smooth and straight and your corners very sharp.

DIRECTIONS FOR TEACHERS

1. Starting instructions are the same as items 1 through 5 of the previous Chalkboard Template.
2. The note at the end of the Directions for Teachers for the previous Template, the Square, will apply here. Posture and freedom of arm movements are important for every Template.
3. Do not allow a child to lift his chalk off the board when he changes the direction of his lines at the corners.
4. When children step back to make visual inspection of their forms, have them tell what this form looks like: a tent, a piece of pie, etc.
5. Again, freedom and use of each hand should be encouraged. Children will actually enjoy finding that they can do simple drawings with the hand that they do not usually use for pencil, crayon, and chalk activities.
6. Help children realize that they can make this form with three lines, that it takes six lines to get through this form twice,

12. This time count out loud with me. Ready: 1-2-3, 1-2-3, 1-2-3.

13. Now the other direction: Ready: 1-2-3, 1-2-3, 1-2-3.

14. Change hands again. Count out loud. Ready: 1-2-3, 1-2-3, 1-2-3.

15. Step back and look at your lines and corners.

16. Did you notice that you always ended at the same place you started? How many corners did you turn? How many lines did you draw? How many corners does a triangle have? How many sides does a triangle have? Are the corners different from the corners on a square? How many differences between a triangle and a square can you see?

17. Now see if you can draw a triangle and a square without using the Templates.

18. Now draw a triangle in a different position. Turn your Template so the edge that was at the bottom is one of the sides - so it is a straight up and down edge on the left.

19. Draw and count. Ready: 1-2-3, 1-2-3.

20. Turn your Template again. Place it against the chalkboard so the edge that was on the left is now at the top.

21. Draw and count. Ready: 1-2-3, 1-2-3.

and nine for three excursions.

7. Have children rotate this form to put the base of the Triangle into various positions. This is an important step for all of the children. They must learn that it is always a triangle no matter what position it is in, and that it can point many different ways. This is the basis of constancy in form perception.

8. Make certain that the children are reaching a corner of the Triangle on a correct count.

9. As children draw triangles without the Templates, have them check the slope and length of the lines by visual inspection. It is important that they learn to see that the diagonal lines must have the same lengths and slopes. When this visual skill is achieved they will have greater appreciation of the hypotenuse line on a right triangle later.

10. Have children walk out the the triangle and square. This will demand visualization of start, turn, and stop points if each form is to be put into action.

NOTE: This Template is probably the most significant of the entire set; and the Triangle will likely demand more practice than any of the others. Acute angles are more difficult to produce and more difficult to perceive than are the 90 degree turns of

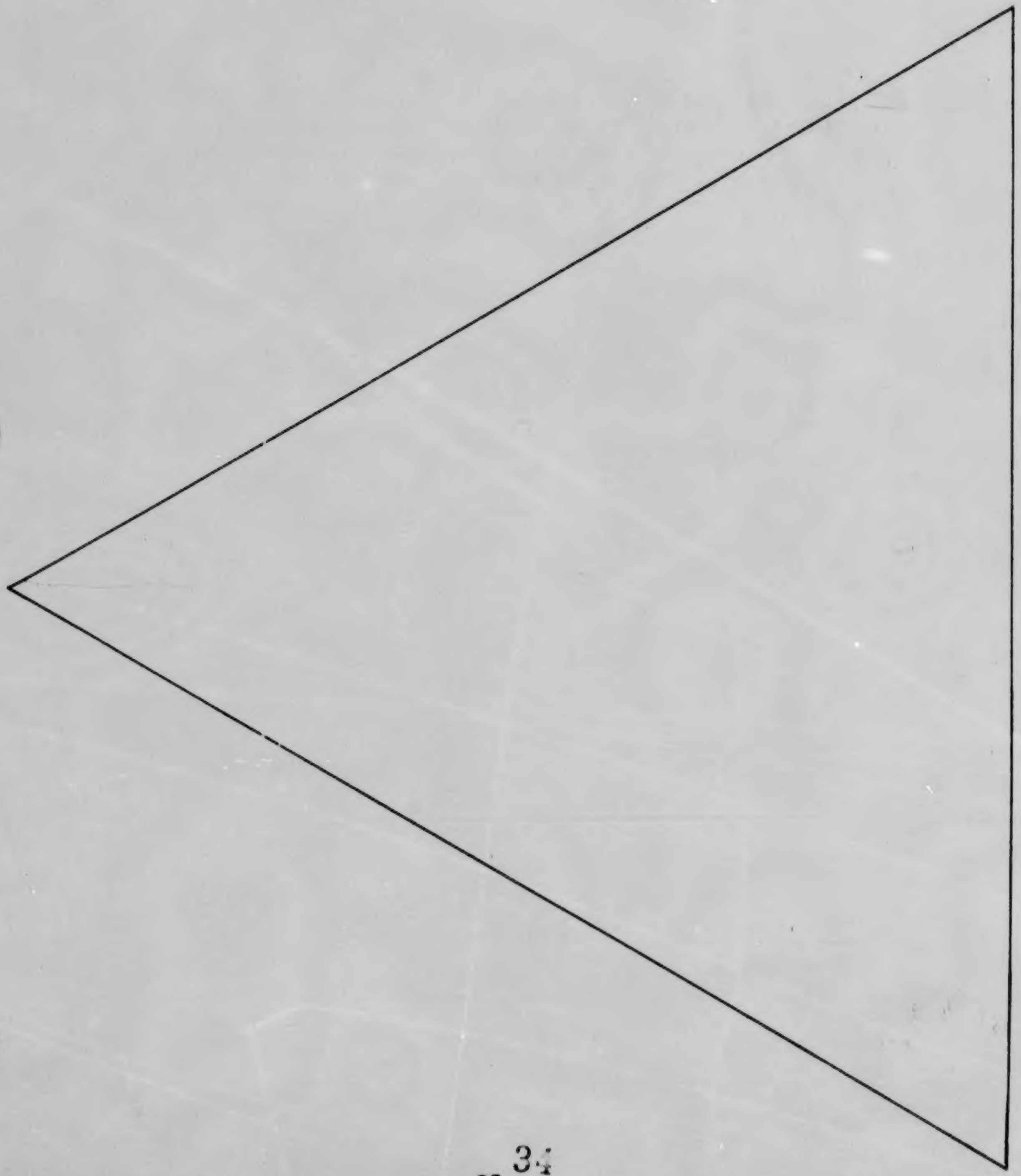
22. Turn your Template once more. This time place the straight line, that was at the top, on the right so it is an up and down line. Ready: Count, 1-2-3, 1-2-3.

23. How are the triangles that you have drawn alike, and how are they different?

24. See if you can find a way to hold the Template so other triangles can be drawn. How many can you make? How are these different - and how are they alike?

the Square. The skill of corner completion will be the critical measure of progress on this form. Children should use this Template until the form is completed without any cutting of corners. The finished drawing must be a sharp-pointed triangle.

TRIANGLE TEMPLATE



MASTER FOR REPRODUCTION C

TRIANGLE TEMPLATE

DIRECTIONS

Make Template out of stiff cardboard or masonite. To change direction of diagram, reverse (top to bottom) Template. For left handed children, reverse from right to left using back of Template.

4. FORM TRACING

DESIRED OUTCOME: To give children experience in "tracing" a geometric shape with minimum aid of the boundaries of the Template.

1. Repeat items 1 through 4 of the chalkboard instructions for the Circle. On item 5, have the children start at the top of the circle and make one revolution. Now have them remove the Template from the chalkboard. From this point on they trace over the circle which they have drawn with the Template, but without the aid of the Template this time. Have them "follow the chalk with their eyes," and make the chalk stay on the lines. Now follow instructional items 6 through 19 (of the Circle) at the chalkboard and on paper at the table with Desk Template 1.

2. When finished with each individual exercise in this series, in order to help the children check their accuracy, have them again place the Circle Template over their finished tracings and draw a new circle with different colored chalk. Discuss the errors and how they can be improved on the next trial.

   As a related activity it is suggested that children "walk out" on the floor the forms (circle, square and triangle) they are attempting to reproduce.

5. FORM DRAWING (MEMORY)

DESIRED OUTCOME: To have the child visualize and reproduce the shapes on the chalkboard and on paper. The act of making a circle has been put through the sensory processes of the child: he has heard about it, seen it, drawn it, and talked about it.

1. Begin by repeating instructional items 1 through 5 for the Circle (children make one revolution on #5). Now, they remove the Template and look carefully at the size and shape of the circle. Have them erase the circle completely (or move to a new section of the chalkboard) and repeat instructional items 6 through 13 (Circle) at the chalkboard and at the table using Desk Template 1.

2. After each exercise is completed, children may again verify the sizes and shapes of their circles by placing the Templates over their completed circles and drawing a new circle with a piece of different colored chalk. Discuss their results with them.

All Template Activities from:

G. N. Getman, and others, Developing Reading Readiness, New York: Webster Division, McGraw Hill Book Co., 1968, p. 8.

INTRODUCTION TO EYE-HAND COORDINATION ACTIVITIES

Practice in eye-hand coordination is necessary in order for the children to learn that hands work together in pairs and to give the child the opportunity to use their eyes and hands as a team.

Basic eye-hand coordination is a prerequisite to necessary space and distance judgements that eventually are needed as pedestrian survival skills for assessing speed, distance, and time in the traffic environment.

This unit provides eye-hand coordination experiences involving basic shapes as well as space and distance. They are designed to be used in sequence since the difficulty is progressive and are all inclusive.

OBJECTIVE: The student will be able to accomplish a series of skill activities, with which they are presented (paper-pencil ditto) with 80% accuracy.

TEACHER INFORMATION

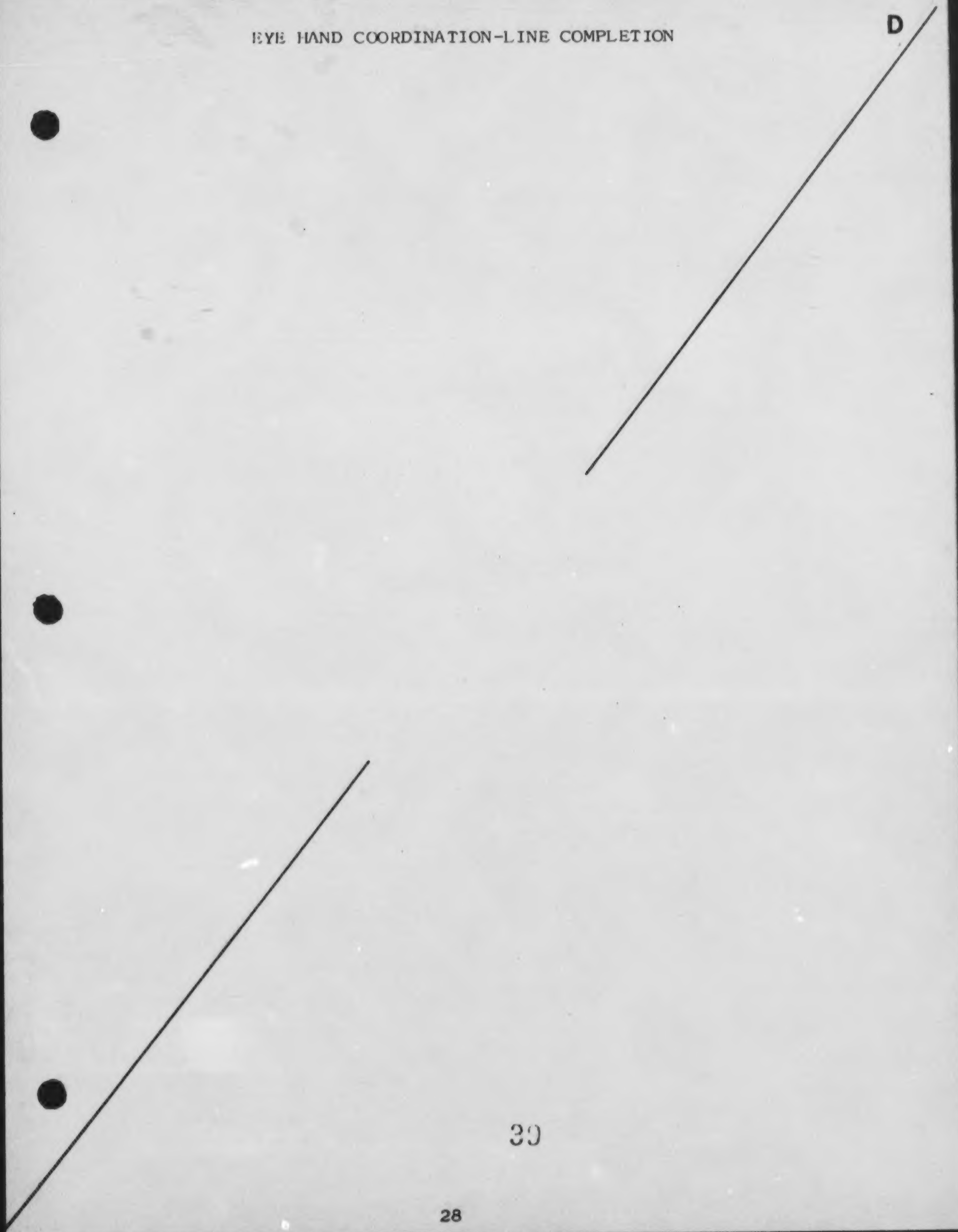
The following masters for reproduction are designed to improve a child's basic eye-hand coordination. This type of activity assists in providing valuable experience leading to distance judgment, a sense of timing and perspective that is needed.

1. Masters for Reproduction - Eye Hand Coordination

    D - Line Completion
    E - Line Completion
    F - Line Completion
    G - Line Completion
    H - Line Completion
    I - Line Completion
    J - Line Completion
    K - Line Completion
    L - Line Completion
    M - Line Completion - Forming Shapes
    N - Line Completion - Forming Shapes
    O - Line Completion - Forming Shapes
    P - Line Completion - Forming Shapes
    Q - Line Completion - Forming Shapes
    R - Line Completion - Forming Shapes
    S - Line Completion - Forming Shapes
    T - Following the Path
    U - Dot to Dot

EYE HAND COORDINATION-LINE COMPLETION

D



MASTER FOR REPRODUCTION D

EYE HAND COORDINATION-LINE COMPLETION

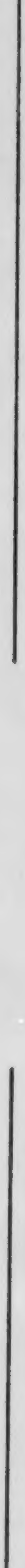
DIRECTIONS

Extend the lines until they meet in the center or extend the left line until it meets the right line.

40

EYE HAND COORDINATION - LINE COMPLETION

E



MASTER FOR REPRODUCTION E

EYE HAND COORDINATION-LINE COMPLETION

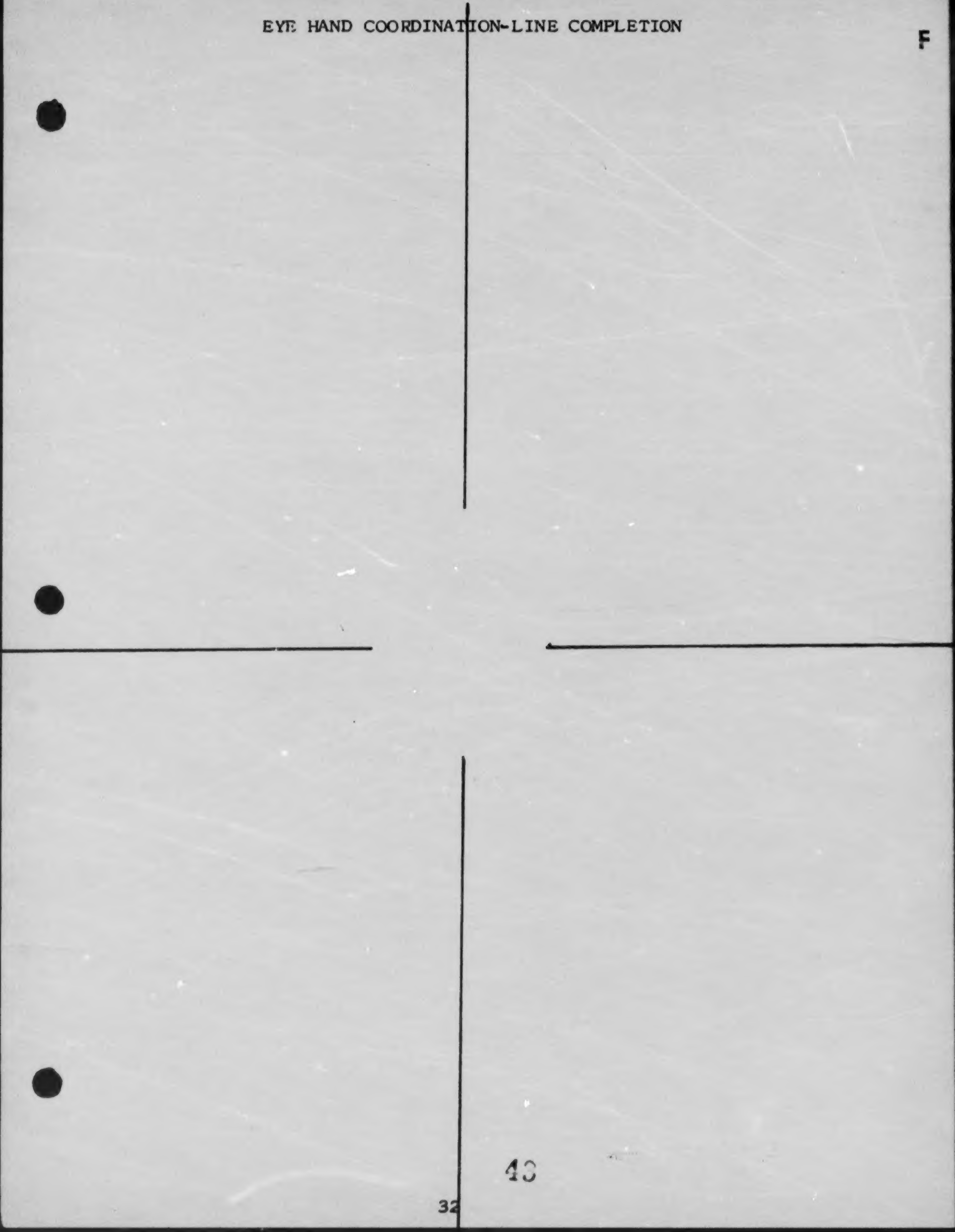
DIRECTIONS

Extend the left line until it meets the right line.

42

EYE HAND COORDINATION-LINE COMPLETION

F



MASTER FOR REPRODUCTION F

EYE HAND COORDINATION-LINE COMPLETION

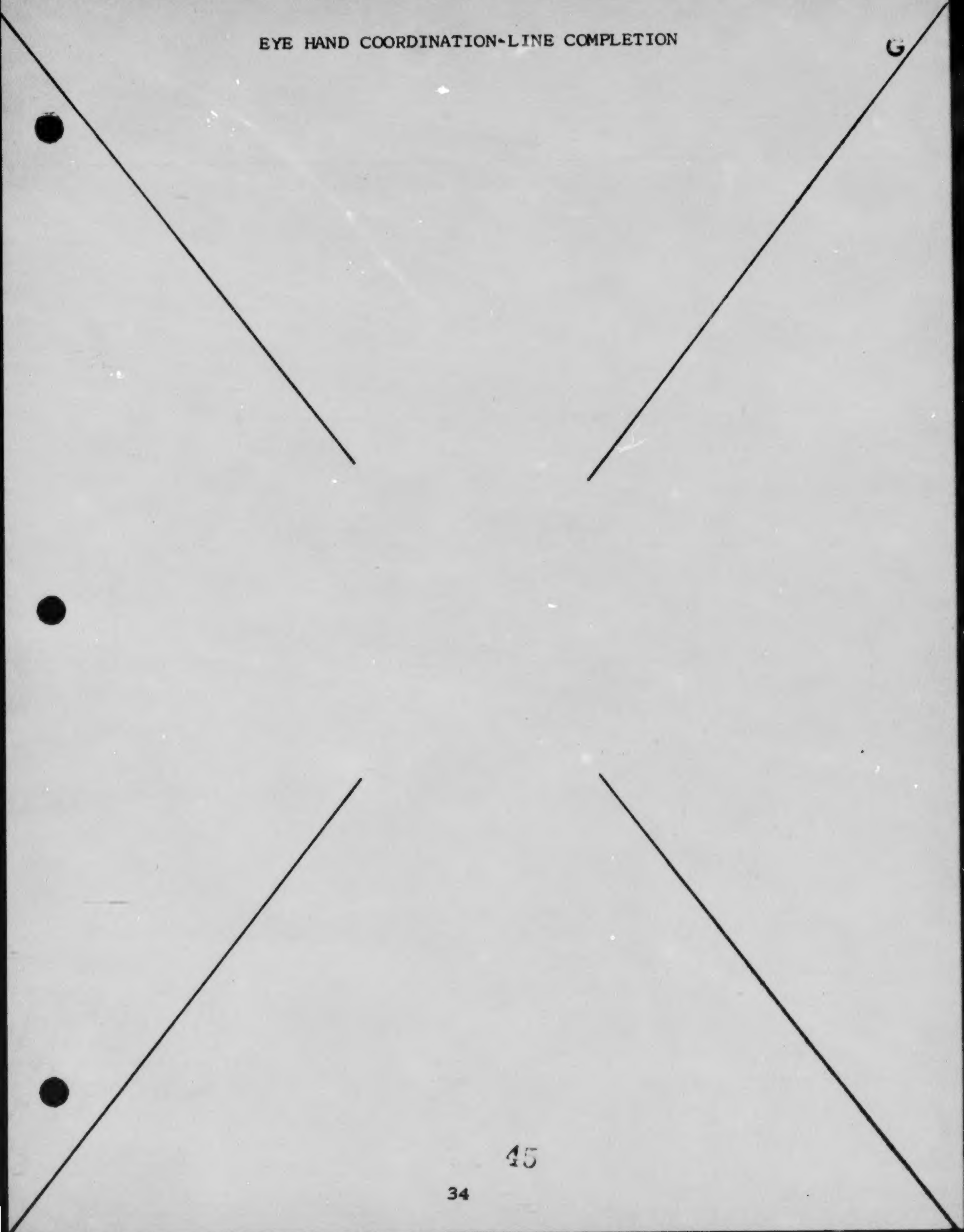
DIRECTIONS

Extend the lines until they meet.

44

EYE HAND COORDINATION-LINE COMPLETION

G



45

MASTER FOR REPRODUCTION G

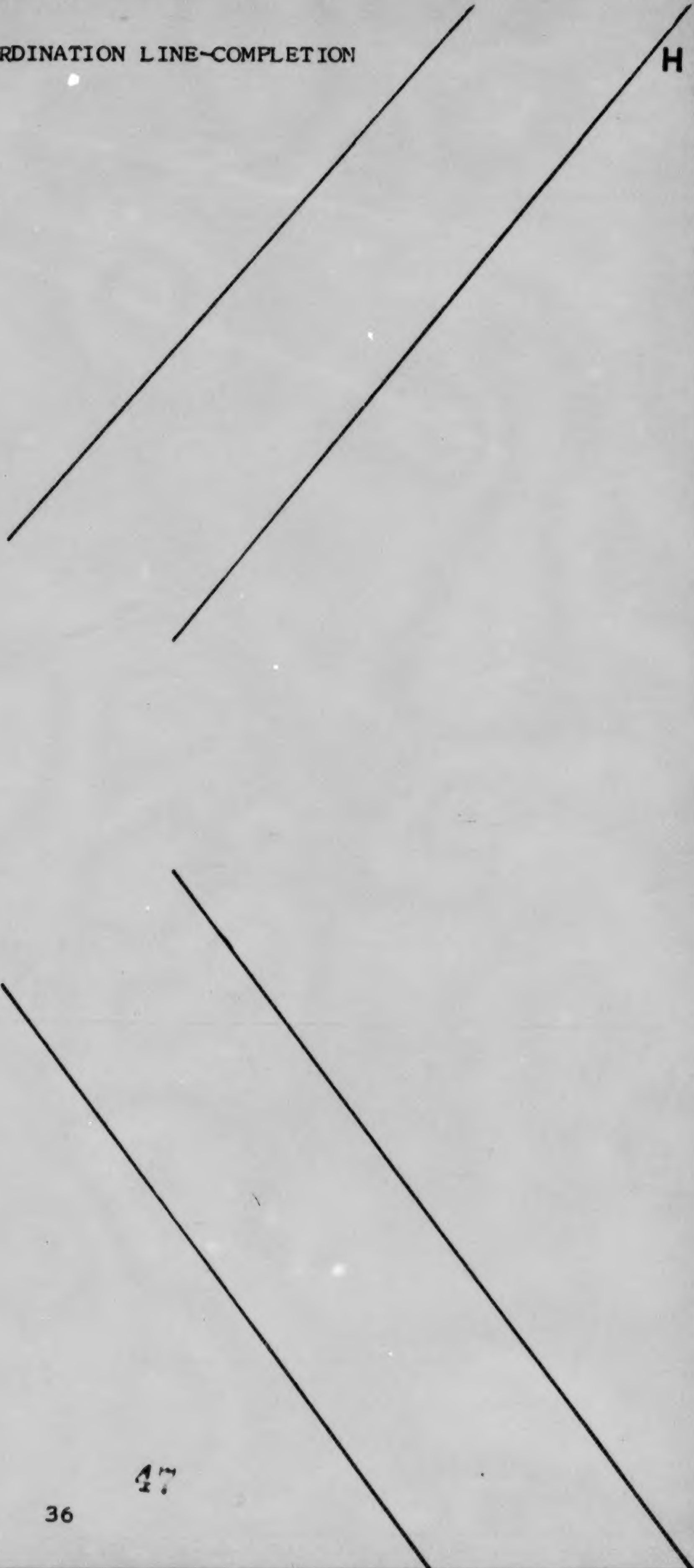
EYE HAND COORDINATION-LINE COMPLETION

DIRECTIONS

Extend the lines until they meet.

EYE HAND COORDINATION LINE-COMPLETION

H



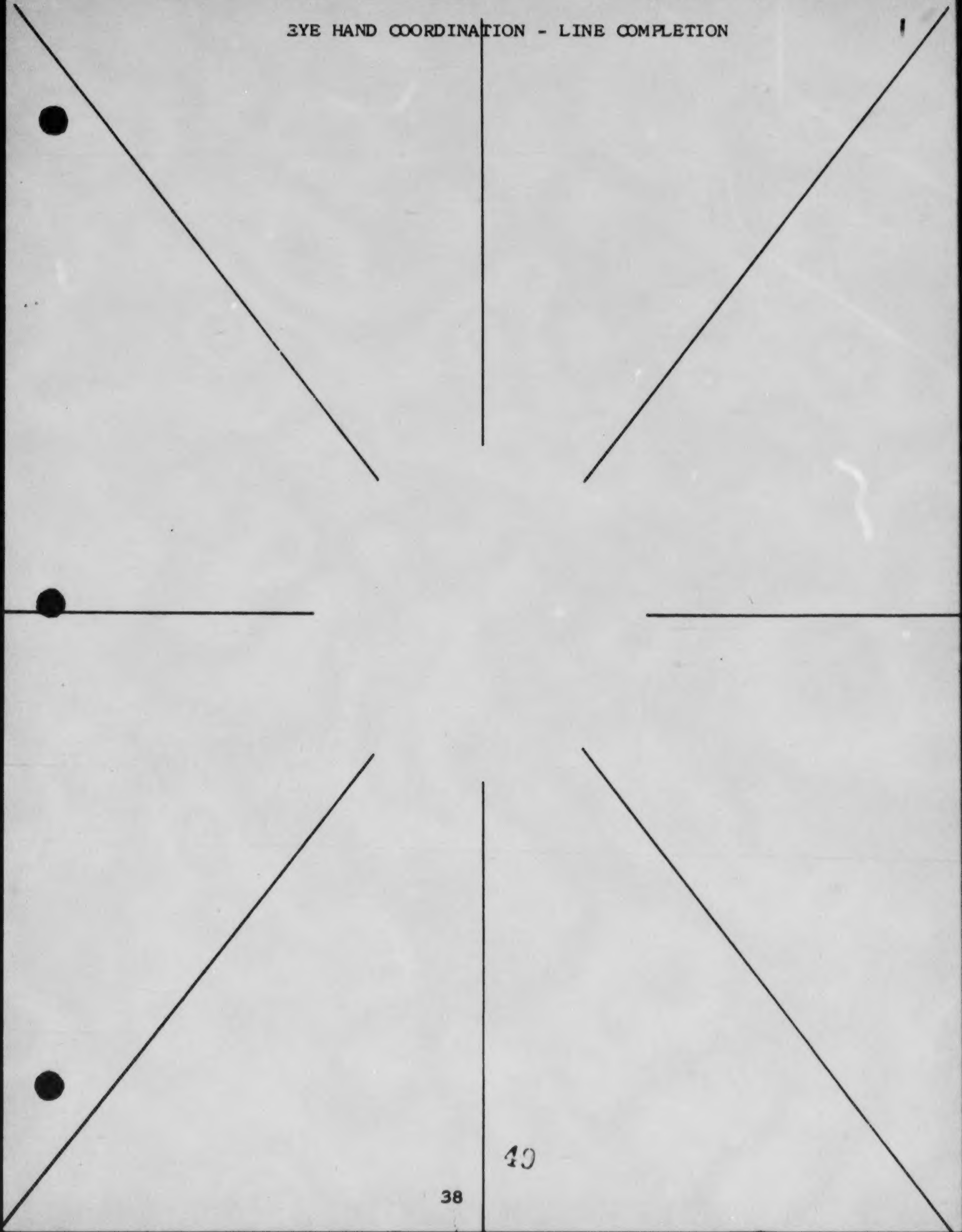
MASTER FOR REPRODUCTION H

EYE HAND COORDINATION-LINE COMPLETION

DIRECTIONS

Extend the lines until they meet.

EYE HAND COORDINATION - LINE COMPLETION



MASTER FOR REPRODUCTION I

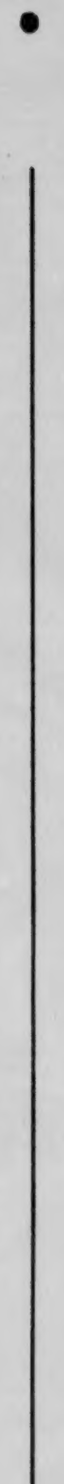
EYE HAND COORDINATION-LINE COMPLETION

DIRECTIONS

Extend the lines until they meet.

EYE HAND COORDINATION-LINE COMPLETION

J



6

MASTER FOR REPRODUCTION J

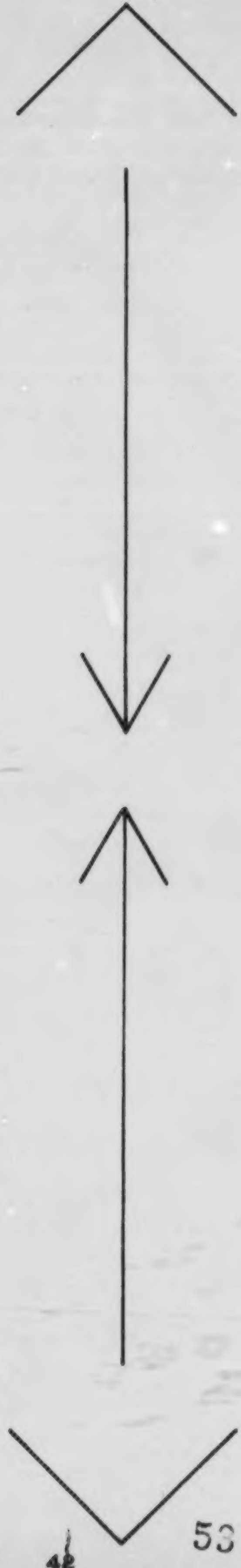
EYE HAND COORDINATION-LINE COMPLETION

DIRECTIONS

At the end of each line, connect the line to the dot.

EYE HAND COORDINATION-LINE COMPLETION

K



MASTER FOR REPRODUCTION K

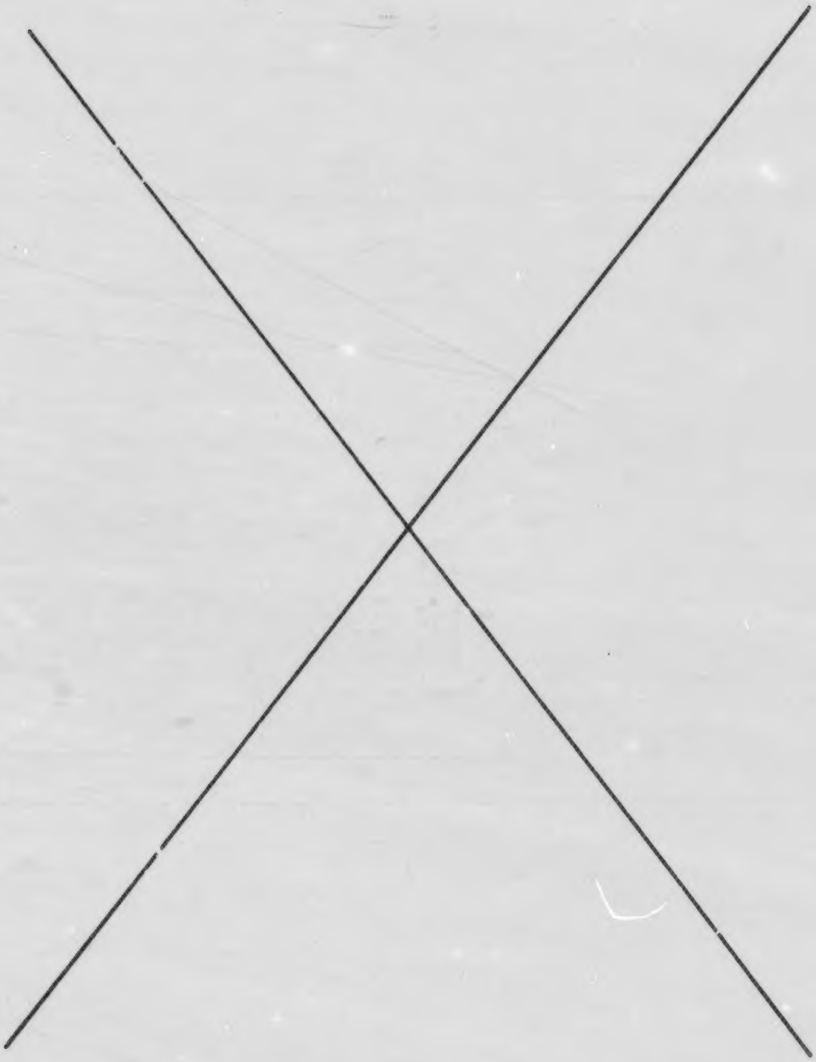
EYE HAND COORDINATION-LINE COMPLETION

DIRECTIONS

Draw a line continuing it to the apex of each arrow.

EYE HAND COORDINATION-LINE COMPLETION

L



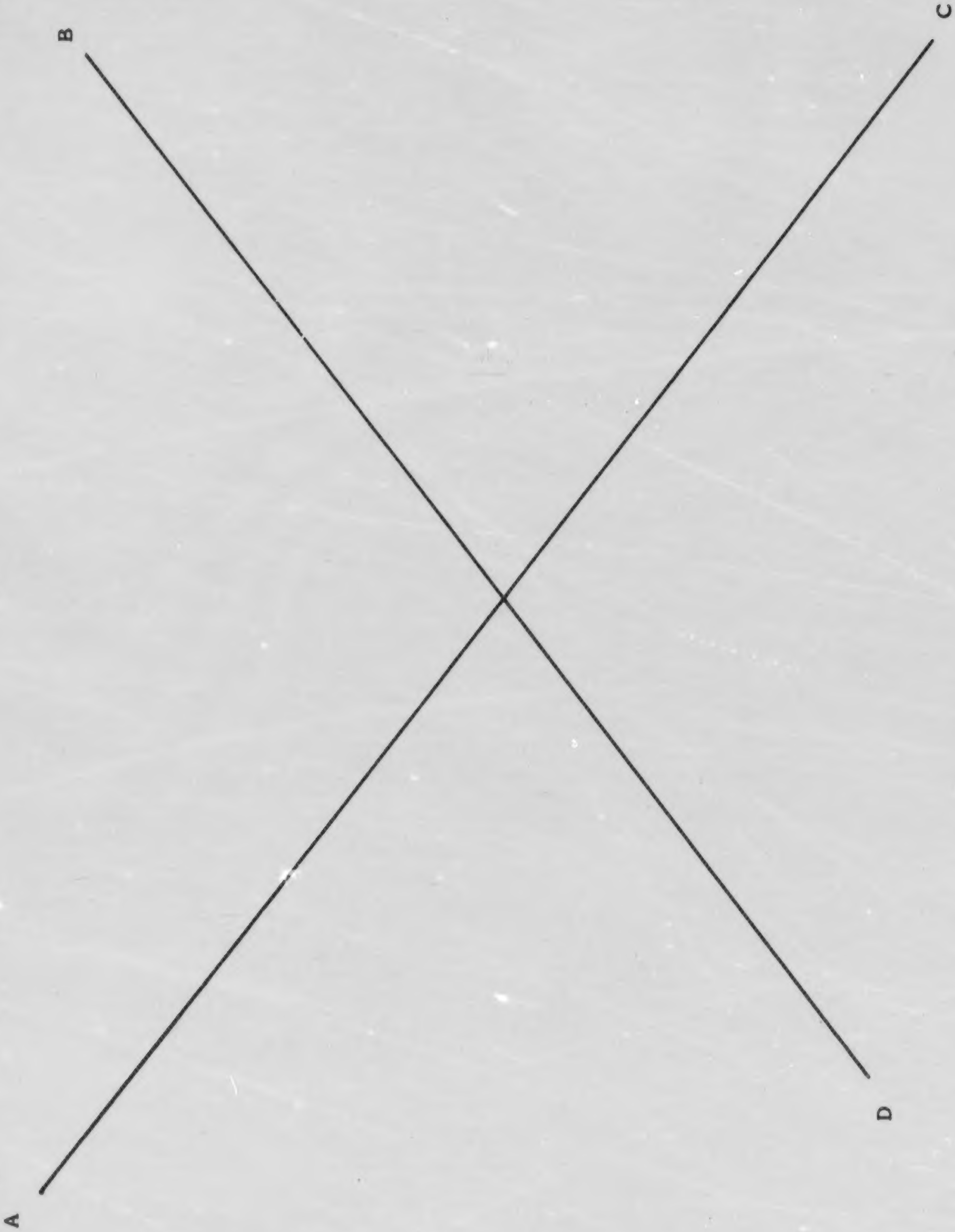
MASTER FOR REPRODUCTION L

EYE HAND COORDINATION-LINE COMPLETION

DIRECTIONS

Begin at the end of each line and continue the lines to each corner of the paper.

EYE HAND COORDINATION-LINE COMPLETION FORMING SHAPES



MASTER FOR REPRODUCTION M
EYE HAND COORDINATION
LINE COMPLETION - FORMING SHAPES

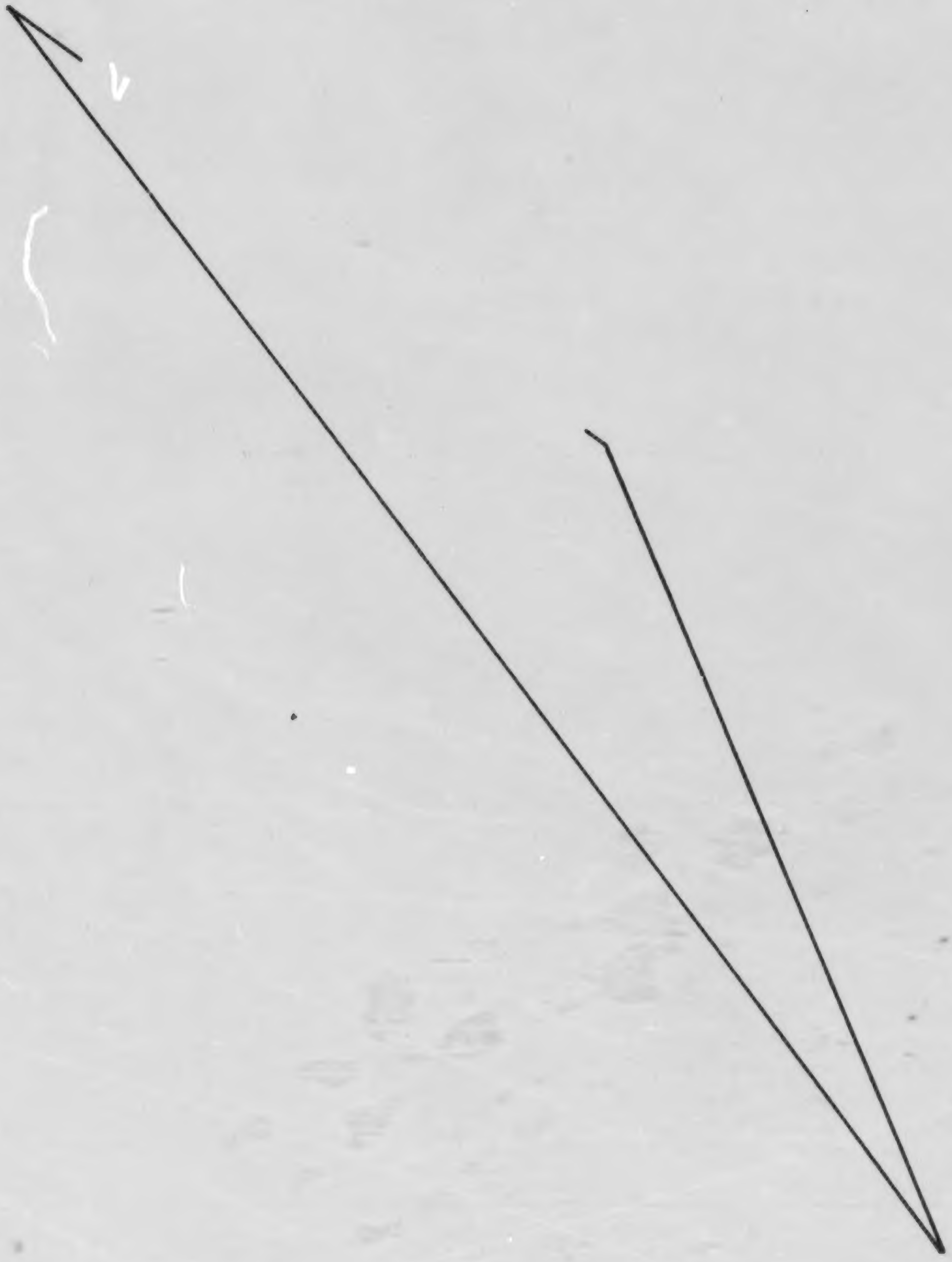
DIRECTIONS

Using a ruler, have the children draw lines from A to B, B to C, C to D, and D to A. What four shapes do they see when they look at the diagram? Have them color the two large shapes red, the two smaller shapes green.

N

EYE HAND COORDINATION

LINE COMPLETION - FORMING SHAPES



MASTER FOR REPRODUCTION N
EYE HAND COORDINATION
LINE COMPLETION - FORMING SHAPES

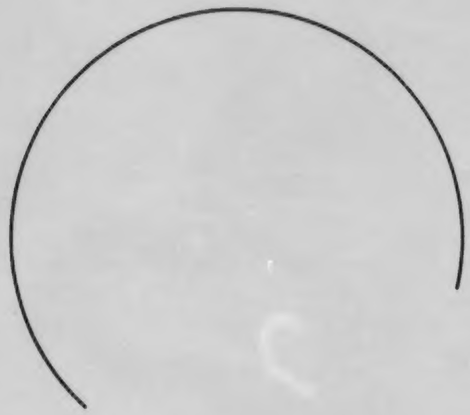
DIRECTIONS

Draw a line to complete the shape of the triangle.

60

EYE HAND COORDINATION

LINE COMPLETION - FORMING SHAPES

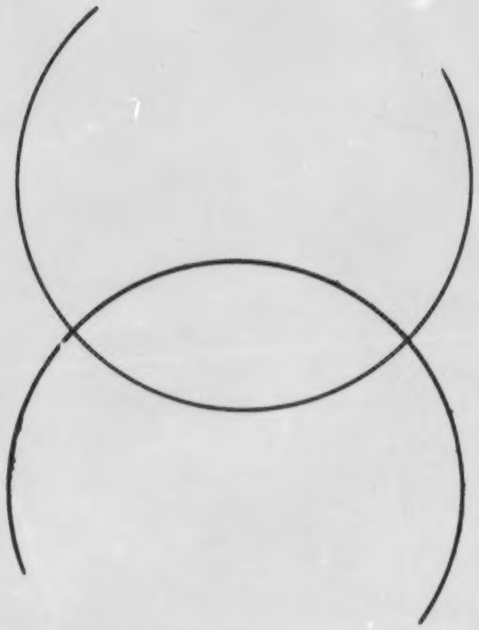


MASTER FOR REPRODUCTION O
EYE HAND COORDINATION
LINE COMPLETION - FORMING SHAPES

DIRECTIONS

Complete the circle.

EYE HAND COORDINATION
LINE COMPLETION - FORMING SHAPES

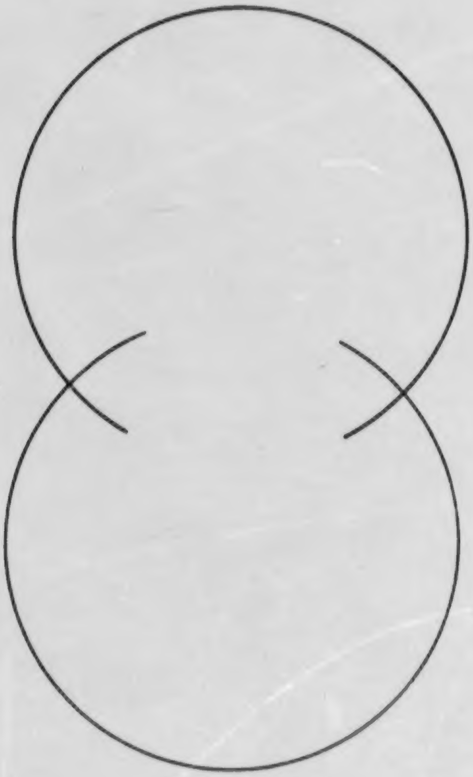


MASTER FOR REPRODUCTION P
EYE HAND COORDINATION
LINE COMPLETION - FORMING SHAPES

DIRECTIONS

Connect the lines to form the outlines of two complete circles.

EYE HAND COORDINATION
LINE COMPLETION - FORMING SHAPES



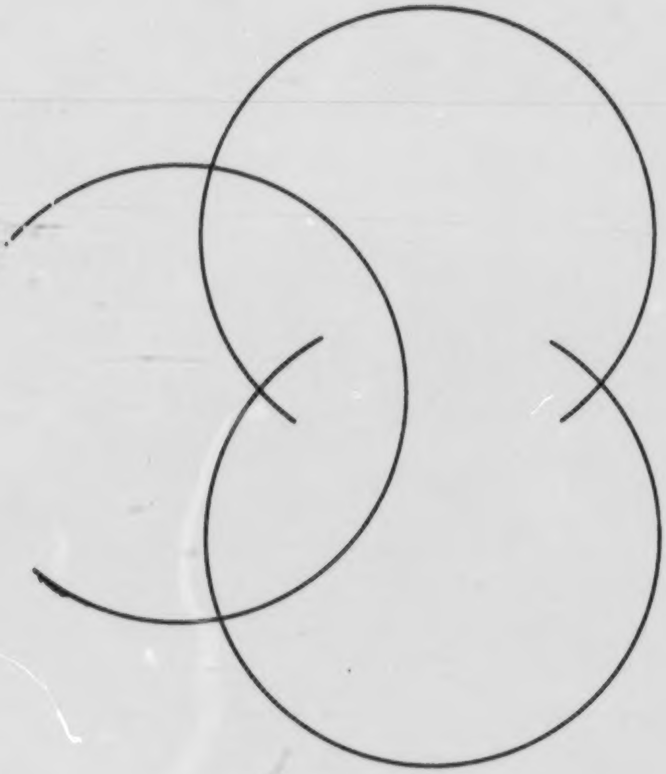
MASTER FOR REPRODUCTION Q
EYE HAND COORDINATION
LINE COMPLETION - FORMING SHAPES

DIRECTIONS

Connect the lines to form the outlines of two complete circles.

EYE HAND COORDINATION

LINE COMPLETION - FORMING SHAPES



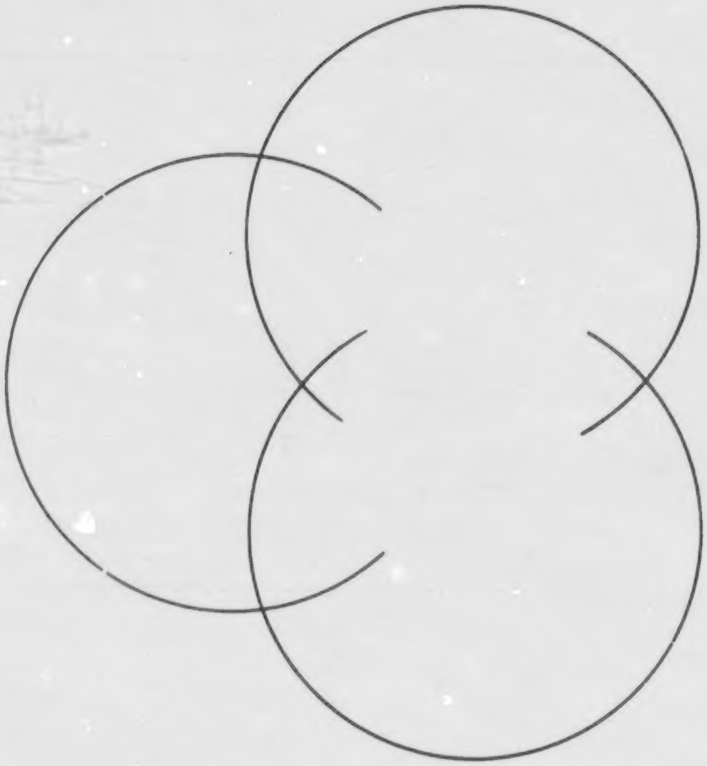
MASTER FOR REPRODUCTION R
EYE HAND COORDINATION
LINE COMPLETION - FORMING SHAPES

DIRECTIONS

Connect the outlines to form the outlines of three complete circles.

EYE HAND COORDINATION

LINE COMPLETION - FORMING SHAPES



MASTER FOR REPRODUCTION 5
EYE HAND COORDINATION
LINE COMPLETION - FORMING SHAPES

DIRECTIONS

Connect the outlines to form the outlines of three complete circles.

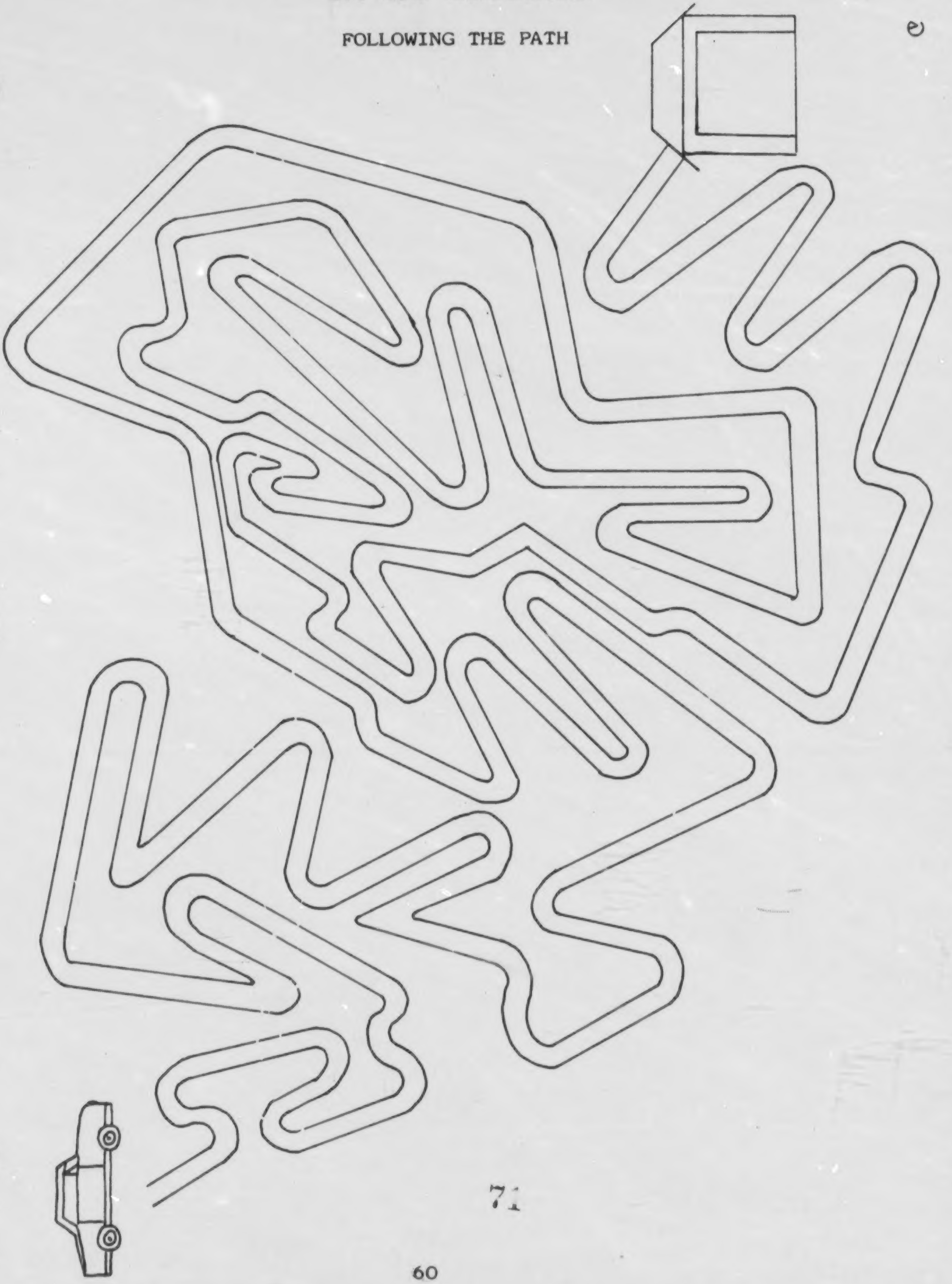
70

T

e

EYE HAND COORDINATION

FOLLOWING THE PATH



71

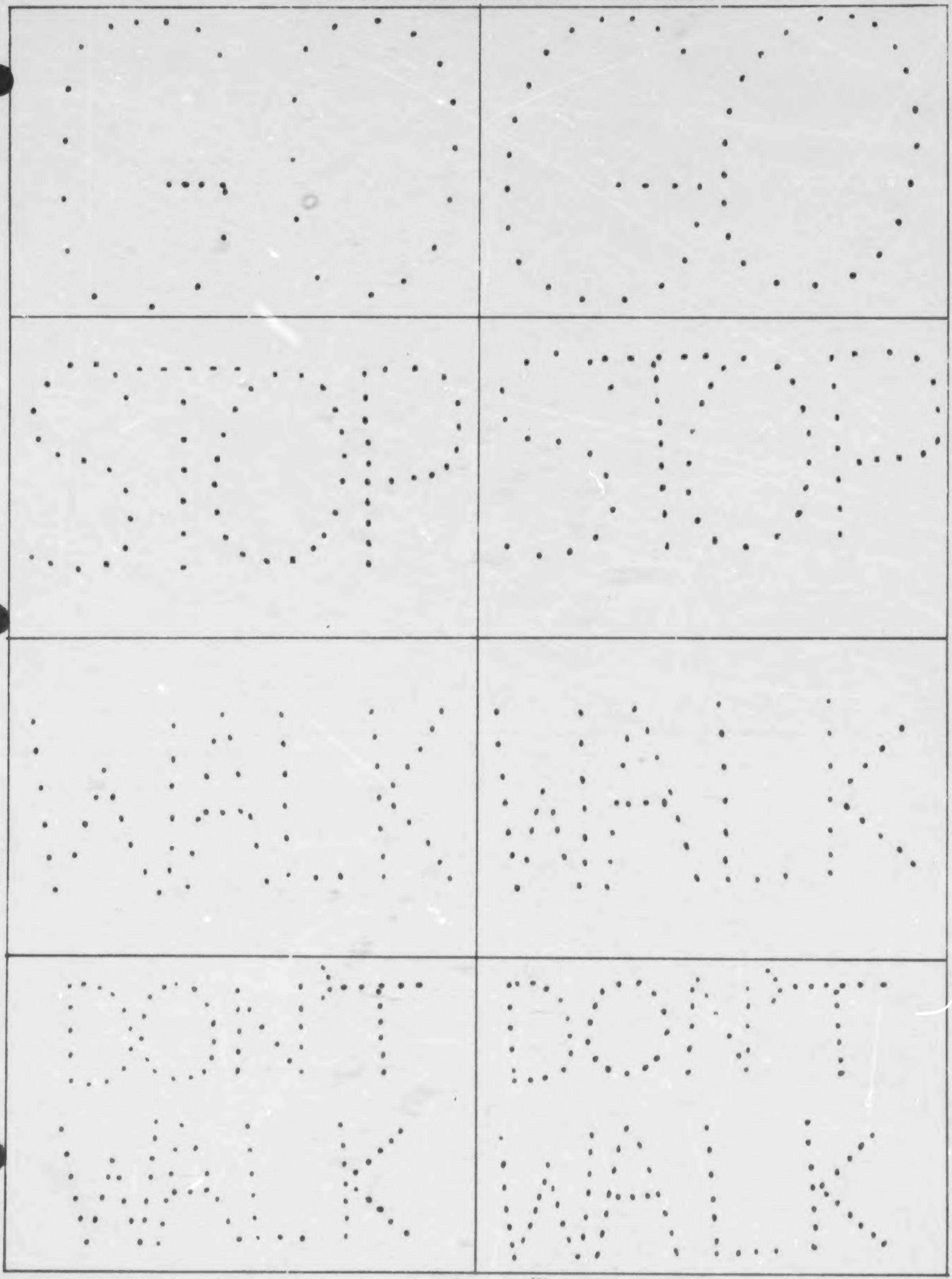
MASTER FOR REPRODUCTION T
EYE HAND COORDINATION
FOLLOWING THE PATH

DIRECTIONS

Take your pencil and make a line from the car along the path to the garage. Keep your pencil right on the path. Try not to let your line touch the edges of the path.

72

EYE HAND COORDINATION - DOT TO DOT



MASTER FOR REPRODUCTION U

EYE HAND COORDINATION

DOT TO DOT

DIRECTIONS

Children try to discriminate the word in the dot formation. To verify their answers, they draw lines from dot to dot.

OBJECTIVES:

1. Students will be able to identify the colors red, yellow, green, black, blue, and white.

2. Students will be able to identify, match, and name triangles, squares, and circles according to size and color.

CONCEPTS TO BE DEVELOPED:

1. Matching the written word to a given color.

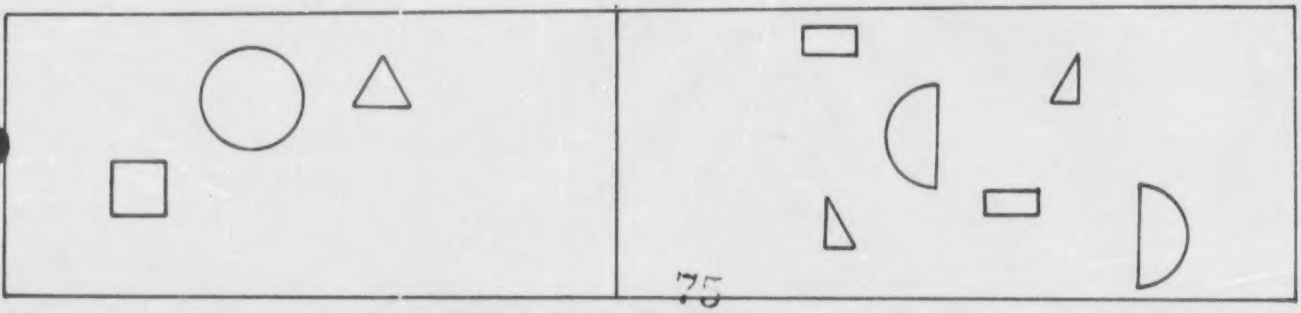
2. Isolating shapes when combined with other shapes.

ACTIVITIES:

1. VISUAL MEMORY TASK USING SHAPES - Draw a form combination of geometric shapes. Give the shape a name. Remove it and have the child draw it from memory. Later, omit naming the form. Show the child the form for a moment, remove it, and have him draw and name the form.

2. SORTING SHAPES - Begin with circles and squares; then add triangles, rectangles, diamonds, parallelograms, trapezoids, hexagons, and octagons. Let the child sort these by matching into various boxes. Begin with two contrasting forms, then increase to four or five.

3. PICTURE MATCHING PUZZLE - The child recognizes a picture cut into several parts, after seeing the whole picture first.

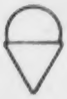


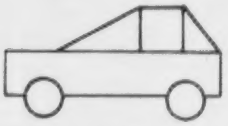
4. FLANNELBOARD MATCHING ACTIVITY - Students match the colors on one side of the board to the color boxes on the other side of the board. (Colors may be placed in random order.) Variation: matching blocks and cards.

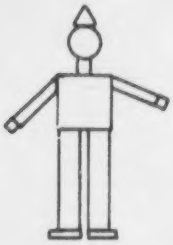
☐ red ☐
☐ blue ☐
☐ green ☐
☐ white ☐
☐ black ☐
☐ blue ☐

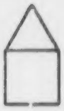
5. "I SEE SOMETHING YOU DON'T SEE" - Say, "I see something ________________ (round, square, triangular, etc. Give a description, i.e. It has four sides that are all the same size.) Can you guess what I see?"

6. COMBINING SHAPES - Two shapes are combined, and meaning is associated with the resulting figure. For example:









7. MATCHING WORDS TO COLOR - VISUAL MEMORY - Construct a large chart with a written word under a colored square. After teaching and drill, remove the color clue. Children should be able to identify color by word clue. Practice dittos can be made to reinforce color word knowledge.

8. MASTERS FOR REPRODUCTION

V - TRAFFIC SIGNAL LIGHT

W - COLOR RECOGNITION USING VEHICLES

X - VEHICLE IDENTIFICATION USING COLORS

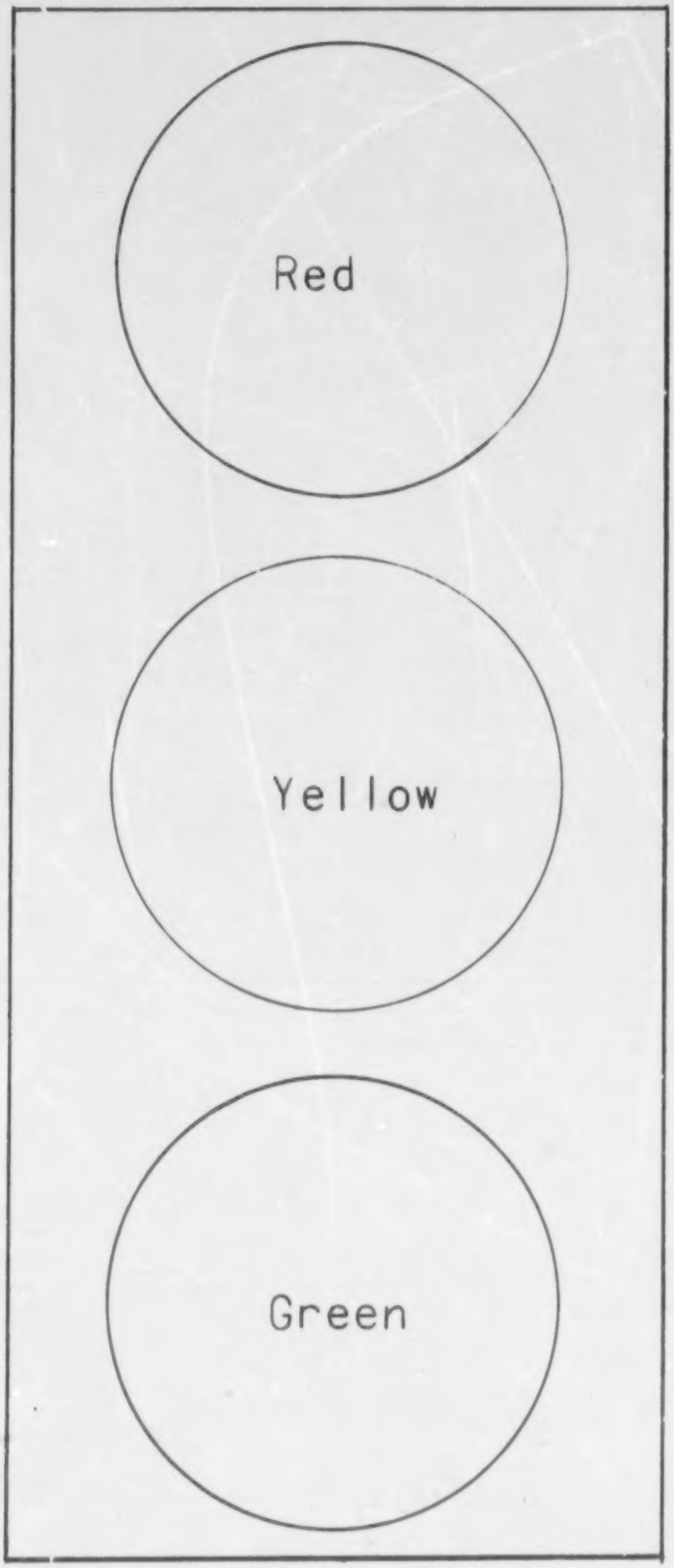
Y - COLOR WORD RECOGNITION USING VEHICLES

Z . VEHICLE DISCRIMINATION USING SIZE

A^1 - VEHICLE DISCRIMINATION USING POSITION

B^1 - SIZE DISCRIMINATION -
WIDE - NARROW, LARGE - SMALL

TRAFFIC SIGNAL LIGHT


Red
Yellow
Green

MASTER FOR REPRODUCTION V

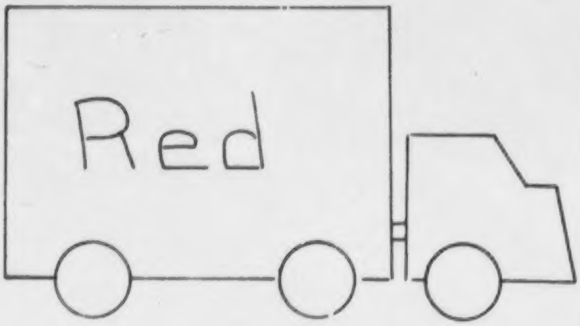
TRAFFIC SIGNAL LIGHT

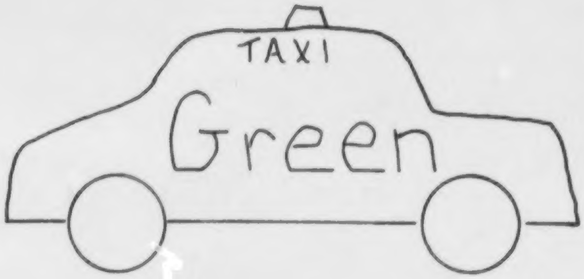
DIRECTIONS

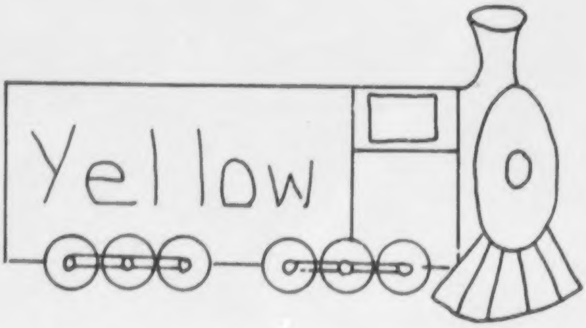
Color the traffic light.

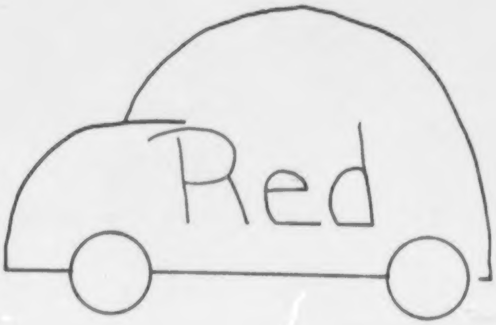
COLOR RECOGNITION USING VEHICLES

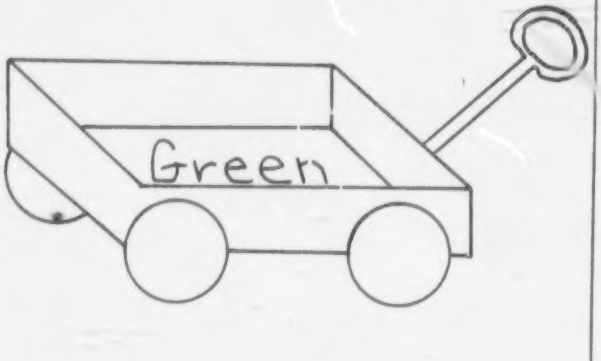
W

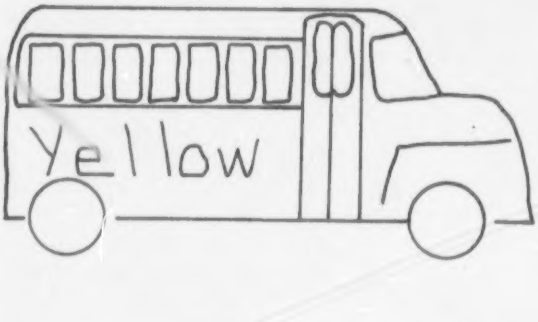












C

MASTER FOR REPRODUCTION W

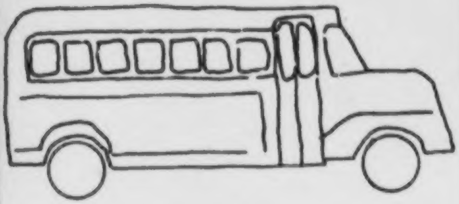
COLOR RECOGNITION USING VEHICLES

DIRECTIONS

Color the vehicles.

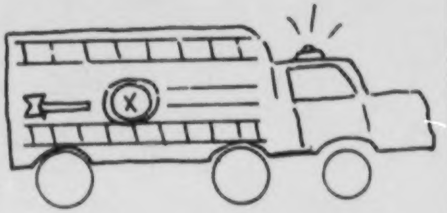
VEHICLE IDENTIFICATION USING COLORS

Yellow



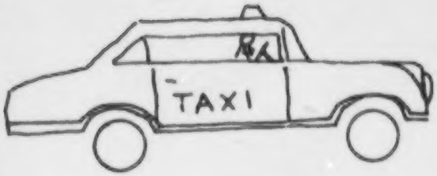
School Bus

Red



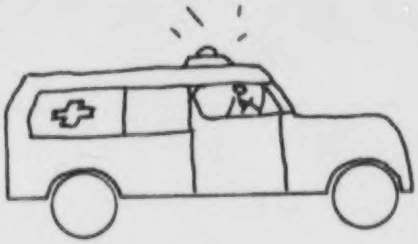
Fire Truck

Blue



Taxi

White



Ambulance

©

MASTER FOR REPRODUCTION X

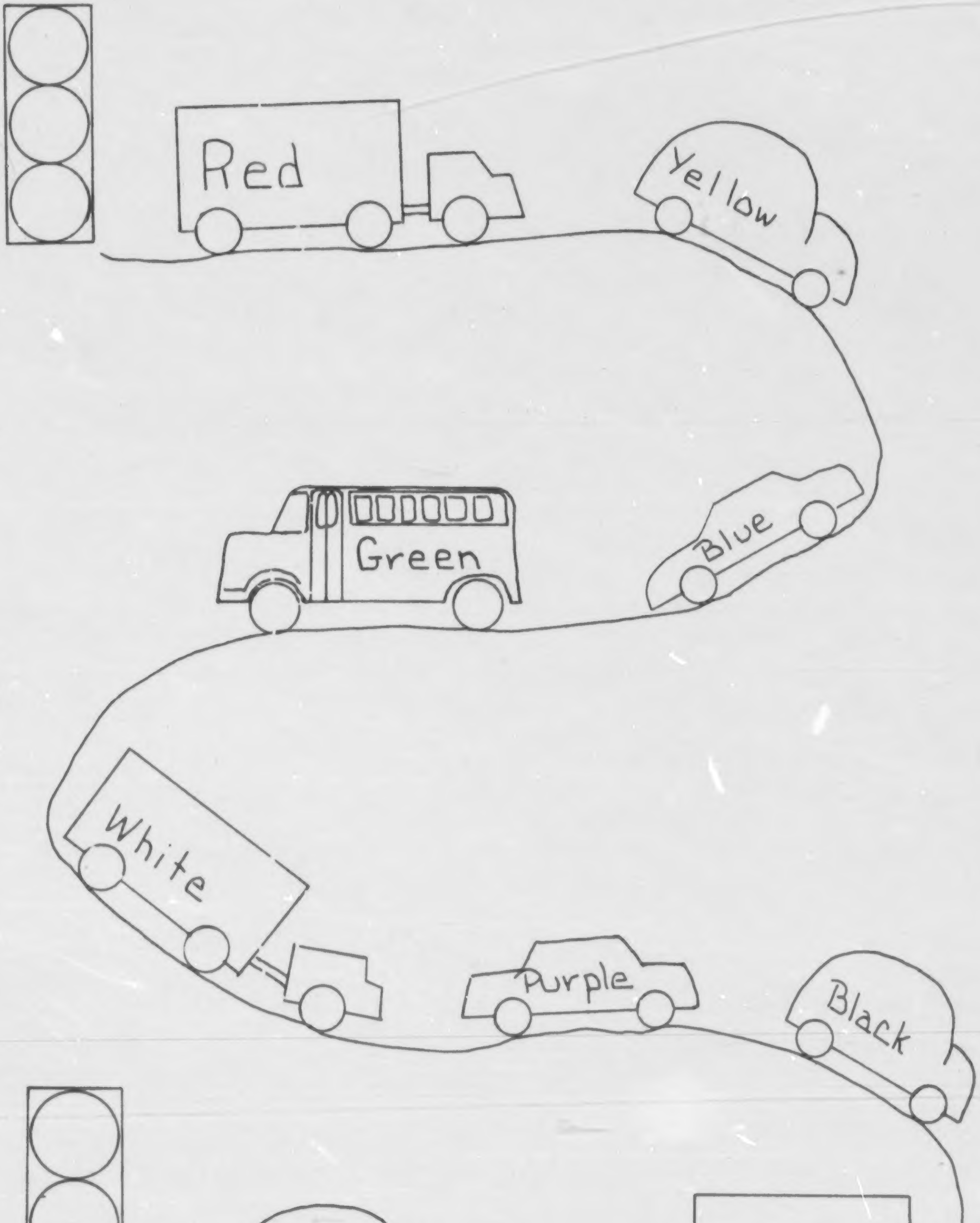
VEHICLE IDENTIFICATION USING COLORS

DIRECTIONS

Color the vehicles.

COLOR WORD RECOGNITION USING VEHICLES

Y


Red
Yellow
Blue
Green
White
Purple
Black
Orange
Brown

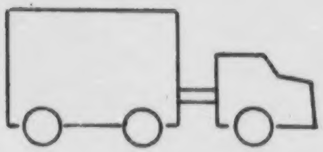
MASTER FOR REPRODUCTION Y

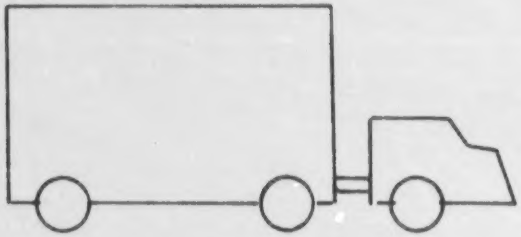
COLOR WORD RECOGNITION USING VEHICLES

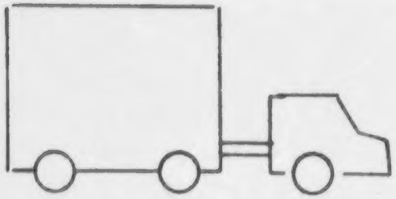
DIRECTIONS

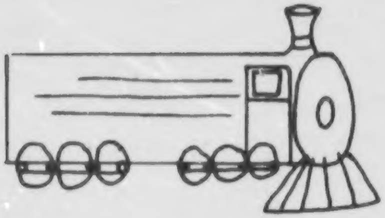
Color the vehicles.

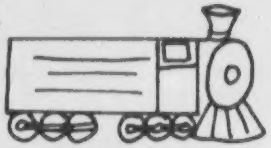
VEHICLE DISCRIMINATION USING SIZE

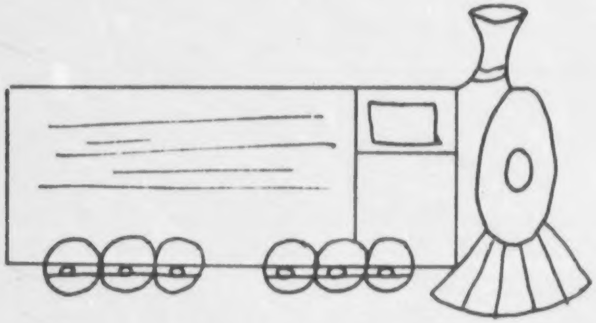


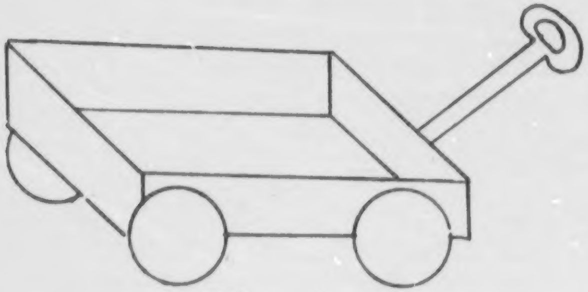


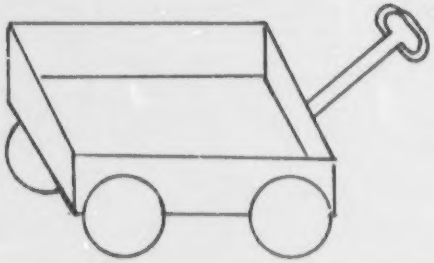


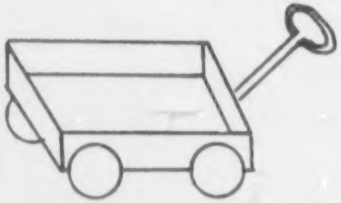












MASTER FOR REPRODUCTION Z

VEHICLE DISCRIMINATION USING SIZE

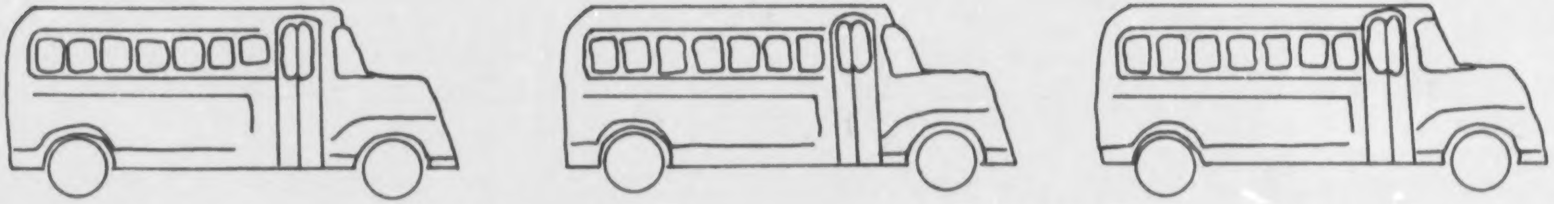
DIRECTIONS

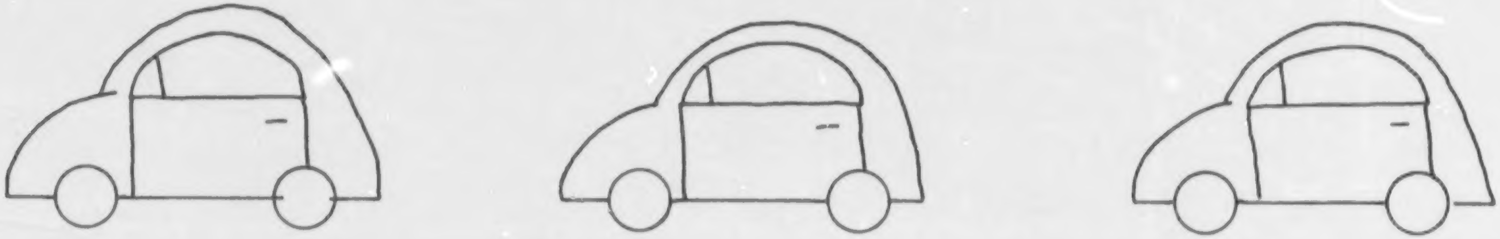
Color the smallest truck green.

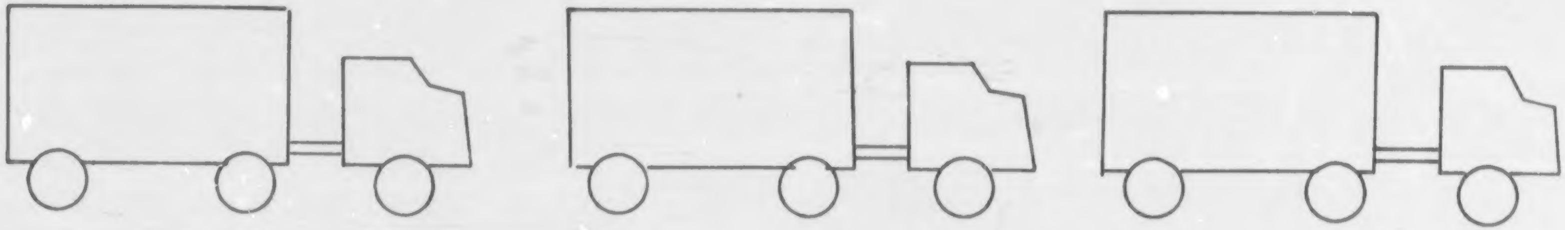
Color the largest train yellow.

Color the wagon that is not the largest wagon or the smallest wagon in red.

VEHICLE DISCRIMINATION USING POSITION







MASTER FOR REPRODUCTION A^1

VEHICLE DISCRIMINATION USING POSITION

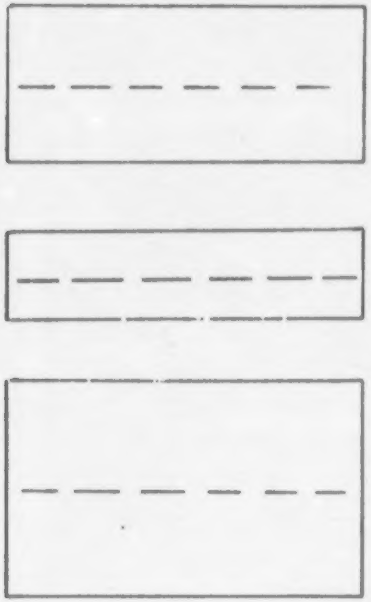
DIRECTIONS

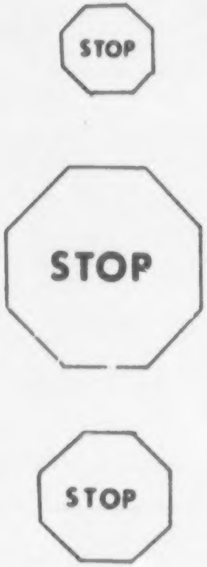
Color the middle bus yellow.

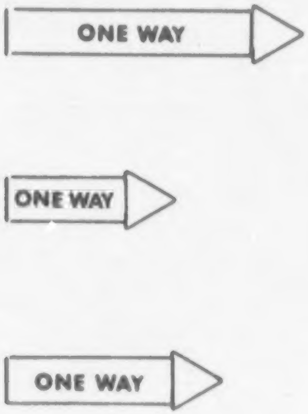
Color the first car green.

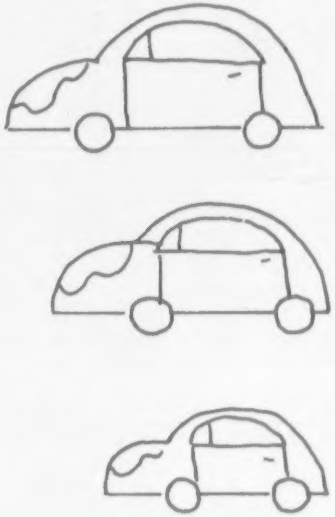
Color the last truck red.

SIZE DISCRIMINATION - WIDE - NARROW, LARGE - SMALL




STOP
STOP
STOP


ONE WAY
ONE WAY
ONE WAY



MASTER FOR REPRODUCTION B^1

SIZE DISCRIMINATION - WIDE - NARROW, LARGE - SMALL

DIRECTIONS

In the first square there are three streets. Color the widest street black. Color the narrowest street brown.

In the second square there are three stop signs. Color the largest stop sign red. Color the smallest stop sign orange.

In the third square there are three one=way signs. Color the largest one-way sign green. Color the smallest one-way sign blue.

In the fourth square there are three cars. Color the largest car yellow. Color the smallest car blue.

OBJECTIVES: Relying on auditory discrimination, the student will be able to match a specific animal sound to the appropriate animal.

CONCEPTS TO BE DEVELOPED:

1. There are many different sounds in a house.
2. Different things make different sounds.
3. When tapped, different objects make different sounds.
4. There are many different sounds around us.
5. We can often tell, without looking, what made a sound.
6. There are many different sounds heard around the school.
7. There are many different sounds in our neighborhood.
8. Some sounds are pleasant; some are unpleasant.

TEACHER INFORMATION

Quantitative Training - Quantitative training is the incidental building of the child's ability to use his hearing. He should be encouraged to use his hearing at all times.

Qualitative Training - Qualitative training is the definite, specific, planned building of the child's ability to recognize and recall sound. Two areas of qualitative auditory training are:

> Awareness of Sound - Awareness of sound is the development of the child's ability to realize that sounds have both source and meaning. Awareness of sound is a vital stage of auditory development.

Discrimination of Sound - Discrimination of sound is the ability to listen to and describe specific sounds at various levels of complexity. Discrimination (which may be gross or fine, depending on the child's progress) involves four listening levels: response, association, differentiation, and identification.

ANIMAL SOUNDS ACTIVITIES

1. WHAT ANIMAL AM I? Make the sounds associated with familiar animals (cat, dog, mouse, kitten, duck, hen, chick, rooster, donkey, pig, cow, horse, turkey, frog) and have the children name the animals. Sounds made by wild animals (lion, coyote, wolf) may be used later. The game "What Animal Am I?" may be played by all the children. The pupils may play a game in two lines. In one line each child makes the sound of an animal while the child opposite him in the other line identifies the animal. Then the activities of the two lines may be reversed and the listeners become the animal-sound makers.

2. WHAT SOUND DO I MAKE? Let the children pretend that they are various animals and ask them to make the sounds made by the animals. Say, for example:

Pretend you are a bee. Pretend you are a frog.
What sound will you make? What sound will you make?

Pretend you are a duck? Pretend you are a kitten.
What sound will you make? What sound will you make?

Other animals which may be suggested are a pig, cow, horse, hen, chick, donkey, cat, dog, mouse.

The song "Old McDonald Had a Farm" will also give fun im making many animal sounds.

3. STORY SOUNDS - Children enjoy repeating animal sounds or refrains as they listen to a story. Read a story once and on the second reading, encourage the children to join in the words and phrases such as "I will said the little red hen, and she did" in The Little Red Hen. When they are partly familiar with Wanda Gag's Millions of Cats, they will like joining in the refrain—Hundreds of cats, thousands of cats, millions and billions and trillions of cats.

4. IMITATING ANIMAL SOUNDS - The children are assigned particular animals to imitate. This can be varied and made more interesting if you require a particular quality in the sound, for example: "You are a mother cat calling her baby in to dinner." "You are

a boy bee having a fight with his brother." Encourage the children to imitate the actual sounds, rather than using the conventional words for them ("bow-wow," "meow," etc.). The songs "Old MacDonald Had a Farm" and "I had a Cat" also give fun in making animal sounds.

5. SOUND TEAM RELAY - Make an animal sound and have the children identify the animal. Later, the children form two teams. A member of Team A makes an animal sound and a member of Team B must identify it. The procedure is then reversed.

6. ROAR - You are the animal keeper. Give each child the name of some animal. When they are all named, tell or read a story about what happened to all these animals one fine summer day. Be careful to bring in the name of every animal so that every player will have to get up and pretend to be the animal. For instance, the one who is the donkey will have to kick up his heels and say "hee-haw!" But whenever the animal keeper mentions the lion, all the players stand and shake their heads and roar as all good lions do. One of the players keeps score. After the animal keeper has them imitate the lion's roar five different times, he chooses a new animal keeper. If there are too many in the class to give each child a different animal name, give as many as wanted (usually not more than ten) and let all the others be the lion.

7. ANIMAL BLINDMAN'S BLUFF - In this game, the players form a circle. Someone is chosen to be "It." He is blindfolded and takes his position in the center of the circle. All the other players are animal actors. Assign to each player secretly the part of an animal such as a dog, cat, lion, hen, rooster, pony, or mouse. The blindfolded player tries to identify one of the animal actors and to make him "It." He calls upon some animal by saying, "Speak, Dog, speak," or "Speak, Lion, speak." The animal actor answers with his characteristic vocal sound; that is, with a growl, bark, bray, whinny, cackle, moo, mew, or squeak (for a mouse). The blindfolded player has three guesses in which to identify the child making the animal sound. If he succeeds, the blindfolded player and the actor change places, and the actor is the new "It." If he fails, the blindfolded player calls on another animal to speak.

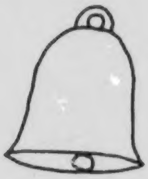
8. MASTERS FOR REPRODUCTION

C^1- DISCRIMINATING OBJECTS THAT DO AND DO NOT MAKE SOUNDS
D^1- ANIMAL TALK - MATCHING SPECIFIC SOUND TO A GIVEN ANIMAL
E^1- ANIMAL SOUND REVIEW - MATCHING SPECIFIC SOUND TO A GIVEN ANIMAL
F^1- ANIMAL SOUND REVIEW - COMPLETING PHRASES

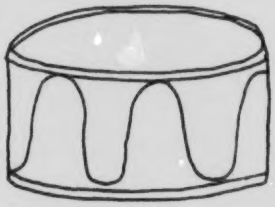
DISCRIMINATING OBJECTS THAT DO AND DO NOT MAKE SOUNDS

C'

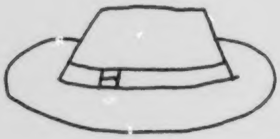
We can hear some things.



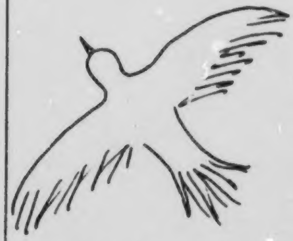
bell



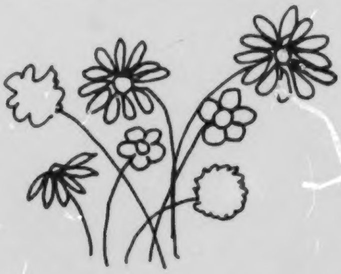
drum



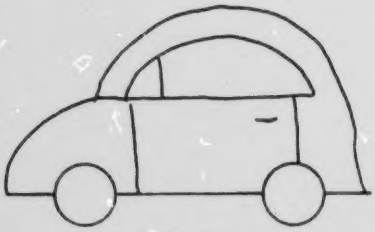
hat



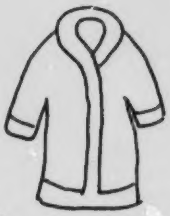
bird



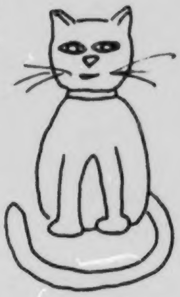
flowers



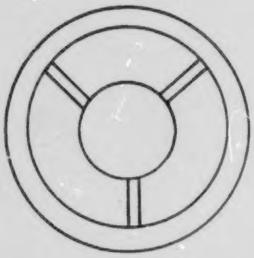
car



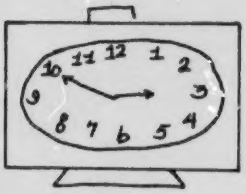
coat



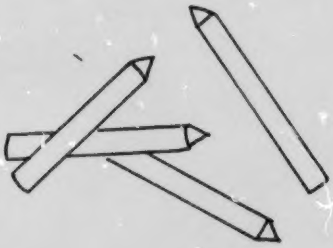
cat



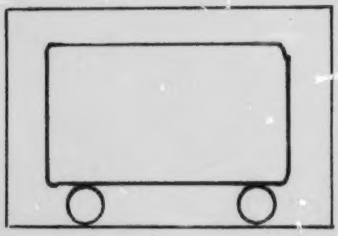
horn


12
1
2
3
4
5
6
7
8
9
10
11

clock



crayons



television

©

MASTER FOR REPRODUCTION C[1]

DISCRIMINATING OBJECTS THAT DO AND DO NOT MAKE SOUNDS

DIRECTIONS

Color the things you can hear.

Draw a circle around the things you cannot hear.

99

Animal Talk

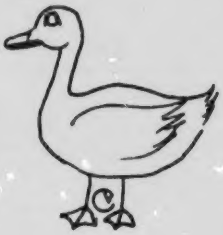
A dog says ____________________________.

The ______________________ says mew-mew.

A cow says __________________________.

A _________________________ says cluck-cluck.

The duck says ____________________.



A _________________________ says tweet-tweet.

bird	quack-quack	chicken
moo-moo	kitten	bow-bow

MASTER FOR REPRODUCTION D[1]

ANIMAL TALK - MATCHING SPECIFIC SOUND TO A GIVEN ANIMAL

DIRECTIONS

Cut out the word below and place it in the correct space to complete the sentence.

ANIMAL SOUND REVIEW - MATCHING SPECIFIC SOUND TO A GIVEN ANIMAL

E1

A dog says bow-bow.	
A cow says mew-mew.	
A duck says quack-quack.	
A kitten says mew-mew.	
A bird says bow-wow.	
A chicken says cluck-cluck.	
A duck says moo-moo.	
A cow says moo-moo.	

yes	yes	no	yes
no	yes	no	yes

MASTER FOR REPRODUCTION B^1

ANIMAL SOUND REVIEW - MATCHING SPECIFIC SOUND TO A GIVEN ANIMAL

DIRECTIONS

Read each sentence. If the animal sound is correct, paste YES in the box next to it. If the animal sound is not correct, paste the answer NO in the box next to it.

ANIMAL SOUND REVIEW - COMPLETING PHRASES

A bird says,	"Quack-quack"
A hen says,	"Tweet-tweet"
A duck says,	"Cluck-cluck"
A pig says,	"Oink-oink"
A kitten says,	"Baa-baa"
A sheep says,	"Mew-mew"
A cow says,	"Bow-wow"
A dog says,	"Moo-moo"

©

MASTER FOR REPRODUCTION F^1

ANIMAL SOUND REVIEW - COMPLETING PHRASES

DIRECTIONS

Complete the sentence by drawing a line from the phrases at the left to the phrase at the right which completes it.

AUDITORY PERCEPTION

Post-test for Kindergarten
Pre-test for Grade One

Teacher or Aide performs various sound activities with individual or in small group instruction. Child is blindfolded or teacher is behind screen. Teacher checks off those sounds most suitable for her classroom. Outside sounds can be pre-recorded by teacher or upper grade students.

	Name of Student																														
SOUNDS MADE BY PEOPLE (OTHER THAN SPEECH):																																
1. Coughing																																
2. Sneezing																																
3. Crying																																
4. Laughing																																
5. Whistling																																
6. Singing																																
7. Humming																																
8. Snapping Fingers																																
9. Sighing																																
10. Breathing of Nearby Child																																
CLASSROOM SOUNDS:																																
1. Dropping Books																																
2. Moving Chairs																																
3. Knocking on a Door																																
4. Crumbling Paper																																
5. Slamming Door																																
6. Stamping feet																																
7. Leafing through Pages in a Book																																
8. Cutting with Scissors																																
9. Shaking Paper Clips in a Glass																																
10. Breaking a Piece of Chalk																																
11. Rattling Keys																																
12. Snapping Rubber Bands																																
13. Writing on the Blackboard																																

AUDITORY PERCEPTION

	Name of Student																														
OUTSIDE SOUNDS:																															
1. Car Horn																															
2. Rumbling of truck																															
3. Whistle of trains or boats																															
4. Screeching of Brakes																															
5. Honk of car horn																															
6. Train																															
7. Airplane																															
8. Fire Engine																															

OBJECTIVE: Relying on auditory discrimination, the student will be able to distinguish the correct pitch of a given sound, i.e., high-low, loud-soft.

CONCEPTS TO BE DEVELOPED:

1. Some sounds are louder than others.
2. Some sounds are softer.
3. We can make our voices softer by whispering.
4. We can make our voices louder by shouting.
5. We can make our voices sound high or low.
6. We can relate special sounds to specific instruments.

1. HIGH AND LOW - LOUD AND SOFT DIFFERENTIATION - What is the difference between these two sounds? Play a chord on the piano softly and then play the same chord loudly. Ask the children whether they heard any difference. Elicit from them the observation that the first sound was softer and the second sound was louder. Use phonograph for a similar experience. Additional observations may include: teacher's voice, a whistle, or a bouncing ball.

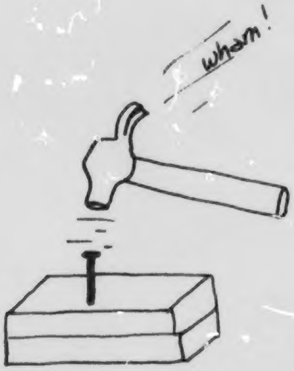
2. HOW CAN WE MAKE OUR VOICES LOUDER OR SOFTER? Play the game "Find the Button". Send the child who is "It" out of the room as the class hides a button. "It" returns and hunts for the button. The class furnishes clues by whispering "Cold", saying "Warm", or shouting "Hot". After the game, discuss with the children and have them demonstrate how they changed their voices from soft to loud. Children may say: "We whispered softly." "We shouted loudly". Provide additional experiences through games, dramatizing and singing to reinforce recognition of loud and soft sounds.

3. HOW CAN WE CHANGE OUR VOICES? Play a game in which children identify each of the bears in "Goldilocks and the Three Bears," by the tone of the question, "Who's been sleeping in my bed?" Ask the children how they were able to guess correctly. They might say, "Baby's voice is high; Papa bear's voice is low." Give additional opportunities for dramatization and recognition of high and low voices. Other stories that can be used include: "Billy Goats Gruff," "Red Riding Hood," "Peter and the Wolf," and "The Three Pigs."

4. NOTING DIFFERENCES - More specific work on identifying various sounds may be given by asking children to distinguish between high and low sounds as two water glasses are struck, two cords are vibrated,(or the teacher gives a sound at different pitches, etc.) Similarly, the children may be encouraged to distinguish likenesses and differences in letter sounds and rhyming and non-rhyming words as spoken by the teacher or another child.

5. TALKING DRUM - Beat a drum to the rhythm of a child's name. For example: "Helen Johnson" (DAH da DAH da), "Emmanuel Robertson" (da DAH da da DAH da da). Initially, say the name with the drumbeats; later mouth it silently. The child holds his hand up when his name is sounded on the drum. He uses the visual clue of reading the teacher's lips. When the children become adept at this game, drop the visual clue. Later, the children's motor activity is used to reinforce their auditory perception. They can beat out each other's names, other words, such as new words from the reading vocabulary list, or particular holiday words, such as "Thanksgiving" (da DAH da) and "Santa Claus " (DAH da da). Or, the children can guess words you beat out. For example, say "See if you can guess what word the drum is saying. The word is something about Thanksgiving." Beat out "DAH da." The children must guess a word of the DAH-da rhythm having to do with the Thanksgiving holiday, such as dinner, pumpkin, turkey, or stuffing. Such words as holiday, company, or mashed potatoes would be counted wrong. The children imitate by slapping. Begin with simple, even strokes on the drum (one, two, or three), and then progress to simple rhythms (2/4, 4/4, 3/4), and then more complicated rhythms.

6. LOUD AND SOFT - Ask the children to identify familiar sounds that are very loud and familiar sounds that are very soft: the bang of a hammer and a light tap, a shrill whistle and a whisper, a shout and a conversational tone. Develop prediction of loudness of the sound from the appearance of the object, For example: big and little bells, ruler and toothpick, pot cover and key.



7. HIGH OR LOW? Ability to discriminate between high and low pitches should be developed. Play two notes on the piano and ask, "Which note was the high note?" or "Which was the low note?" A pitch pipe, high and low whistles, bells, tonettes, autoharps, and gongs may be used for the same purpose. Many games based on "high and low" can be devised, using a song melody or any series of notes, with the children responding in various appropriate ways to each "higher" or "lower" note. Children will also enjoy making the sounds for the others to compare.

8. PITCH - Direct the children's attention to the pitch of sounds when they listen to a note struck on the piano, guitar, autoharp, or xylophone. Then strike a note an octave above the first note. Repeat several times. When the high note is being struck, ask the children to stand with their arms high above their heads; when the low note is struck, ask them to squat low. Extend this activity later to "higher," "lower," "the same." Use a small staircase and let the children go up and down, according to the pitch of the music.

9. WORD - PICTURE DICTIONARY - It is often difficult for children to classify certain sounds with respect to whether they are high, low, soft, or loud. In this kind of activity, the following type of picture dictionary would prove of value.

loud	firecracker	bang-bang
soft	clock	tick-tock
low	frog	croak-croak
high	church bells	ding-dong

10. MASTERS FOR REPRODUCTION

G^1 - **READING** - DISTINGUISHING LOUD AND SOFT SOUNDS
H^1 - MATCHING OBJECTS TO LOUD AND SOFT SOUNDS

SOUNDS

Sounds, sounds, sounds.

Sounds are all around.

Some sounds are loud.

Some sounds are soft.

Some sounds are high.

Some sounds are low.

We hear sounds.

MASTER FOR REPRODUCTION G^1

READING - DISTINGUISHING LOUD AND SOFT SOUNDS

DIRECTIONS

Distribute handout to students. Students read story. On the back of the paper, the students draw a picture of something that makes a loud sound, and a picture of something that makes a soft sound.

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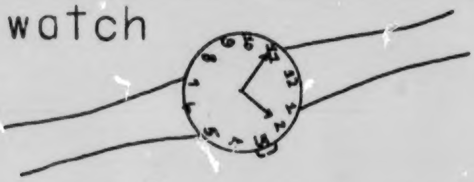
MATCHING OBJECTS TO LOUD AND SOFT SOUNDS

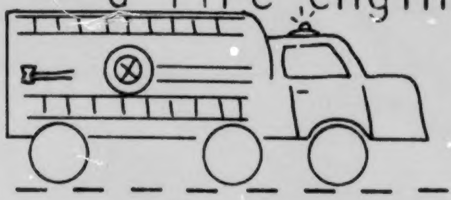
H1

Loud Sounds	Soft Sounds

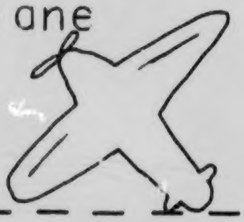
a watch



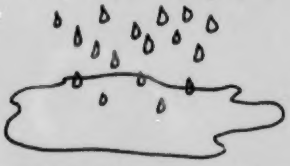
a fire engine



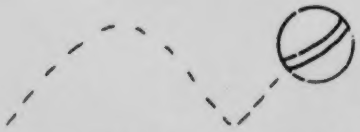
an airplane



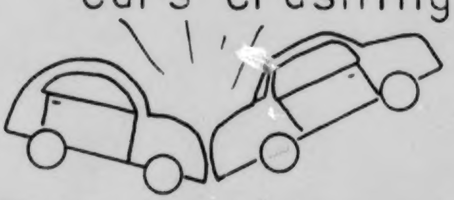
rain falling



a ball bouncing



cars crashing



MASTER FOR REPRODUCTION H^1

MATCHING OBJECTS TO LOUD AND SOFT SOUNDS

DIRECTIONS

Cut out the picture and paste it under the correct heading.

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OBJECTIVE:

1. Utilizing everyday experiences with sounds, students will be able to distinguish between active listening and passive hearing.

2. The student will be able to make an auditory differentiation between a significant traffic noise and an insignificant background noise in the traffic environment when presented in complex sound environments.

CONCEPTS TO BE DEVELOPED:

1. There are many different sounds around us.
    a. Sounds in the home.
    b. Sounds in the school.
    c. Sounds in the neighborhood.
2. Different things make different sounds.
3. We can often tell without looking what made the sound.
4. Some sounds are pleasant; some are unpleasant.

SOUNDS WE HEAR AT HOME

WHAT SOUNDS DO WE HEAR AT HOME? After children have had the experience of listening to sounds in the classroom, school, and neighborhood, ask them to listen for sounds at home. List the sounds they report under such headings as: Sounds We Hear in the Kitchen and Sounds We Hear at Night. Their lists may include the following:

Mother in the Kitchen

running water
closing the refrigerator door
whirring of egg beater
frying of a hamburger
gurgling from a bottle
cracking of an egg

Sounds We Hear at Night

hissing of radiators
creaking of floors
rattling of windows
voices
footsteps
flapping of shades

SOUNDS WE HEAR IN OUR CLASSROOM

1. WHAT KINDS OF SOUNDS CAN WE MAKE WITH VARIOUS OBJECTS IN OUR CLASSROOM? A pencil, ruler, or small stick is used to tap various objects around the room. The following may be suggested by the children: windowpane, window frame, radiator, dish, window box, doll house, aquarium blocks, cardboard, chalkboard frame, easel, faucet, sink glass, jar, milk container, flower pot, chair, chalk box, desk floor, bulletin boards, and wall. Ask the children to describe the sounds (squeak, clink, hiss, etc.).

2. WHAT SOUNDS DO WE HEAR IN OUR CLASSROOM? This is a game in which the children close their eyes and listen to all the sounds they can hear while sitting quietly in the classroom. After a minute or two have them name the sounds they heard, such as:

rattling of a window
ringing of a bell
rumbling of a truck
tapping of feet
creaking of floors
hissing of a radiator
flapping of shades
whistle of trains or boats
breathing of a nearby child
screeching of brakes
shouting of voices
singing of birds
honking of auto horns
clanging of garbage cans

There are many different sounds around us. We can often tell, without looking, what made a sound.

3. TAPPING GAME - The children listen while you tap loudly on the chalkboard, then faintly on the desk, then very loudly on the chair. A child is called on to repeat the tapping. Another variation is for the children to count a series of taps and tell you how many they have heard at a given time.

4. WHAT DO YOU HEAR? Choose a period of the day when pupils can hear sounds in the street, the halls or the classroom. Say, "Let's all sit as quietly as we can. Now what different sounds can you hear?" (Clock ticking, car going by, steps in hall, whistle, dog barking, car horns.) Another time you might say, "I hear a sound in the hall. What is it?" "I hear a truck horn. Can you make that sound?" Encourage children in particularly good auditory perceptions such as awareness of differences in tempo, pitch, strength, or quality of sounds (fast or slow steps; different kinds of airplanes, cars, and bells; etc.). Children who have difficulty in auditory perception should be encouraged to report on any unusual sounds they hear at home or at school. They may be asked to decide whether sounds are the same or different. The Audubon Bird Whistle may be used for effective bird calls. "Same" or "different" may be asked.

5. WHO HAS THE BELL? One pupil is selected to be the "listener". He stands in the front of the room with his back to the class. The leader moves quietly around the room with the bell, which he places in the lap of some child. The leader then goes to the front of the room and says, "Ring the bell, who has the bell?" The child who has the bell then rings it. The listener becomes the next leader and the bell-ringer becomes the next listener. If he does not succeed in naming the bell-ringer in three guesses, another listener is chosen.

SOUNDS WE HEAR IN SCHOOL

1. WHAT SOUNDS DO WE HEAR IN OUR SCHOOL? Take the class on a "sound hunt". Ask children to identify the sound they hear. Confirmation may be made by locating the origins of the sound if practical. List the sounds for follow-up activities in the classroom. Some of the sounds that may be heard are the following:

On stairs and in hallways:
    Voices of children and teachers from classrooms
    footsteps of people walking up or down stairs
    repairmen putting in new windows
    rining of phone or office bell
    clinking of china and silverware in lunchroom

Near gymnasium:
bouncing of balls
scuffling of feet
shouts of children

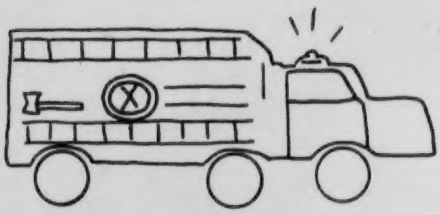
Near auditorium:
sounds from television, phonograph, tape recorder
musical instruments
voices of performers on stage

On returning to the classroom, discuss the sounds with the children.

SOUNDS WE HEAR IN OUR NEIGHBORHOOD

1. WHAT SOUNDS DO WE HEAR IN OUR NEIGHBORHOOD? Take a walk around the block to listen to neighborhood sounds. Ask the children to name the source of each sound, and to imitate it. Some of the sources may be:

barking of dogs
meowing of cats
talking of people
ringing of church bells
honking of automobile horns
screeching of auto brakes
digging of a power shovel
clicking of a traffic light
tinkling of ice cream wagon bell
clattering of air drill
wailing of fire engine sirens



Make a Neighborhood Sound Book. Ask the children to paint, draw or cut out appropriate pictures from magazines to illustrate the sound sources in the book. Add to the book as new sounds are heard.

There are many different sounds in our neighborhood. Some sounds are pleasant, some are unpleasant.

2. NEAR OR FAR? Identify outdoor sounds with eyes closed and tell if they are near or far.

3. NEAR OR FAR - Children may be encouraged to discriminate between sounds that are near and those that are far away. If a siren or a moving vehicle is heard in the distance, call attention to the way the sound changes as it comes near and then fades away. The same question may be asked about trucks, a child running, etc.

4. MASTERS FOR REPRODUCTION

I^1- SOUNDS WE HEAR AT HOME
J^1- SOUNDS I HEAR OUTSIDE
K^1- SOUNDS WE HEAR AT THE CORNER
L^1- MATCHING SOUND TO SPECIFIC INSTRUMENTS
M^1- MATCHING SOUND TO SPECIFIC ANIMAL
N^1- INSTRUMENT SOUND AND ANIMAL SOUND REVIEW
O^1- LISTENING SKILL - SELECTING IRRELEVANT SENTENCE

Sounds We Hear at Home

We can hear

We can hear

We can hear

We can hear

MASTER FOR REPRODUCTION I[1]

SOUNDS WE HEAR AT HOME

DIRECTIONS

Cut out the pictures and words and paste them on the correct line. Paste the pictures we do not hear at home on the back of the page. Color the pictures.

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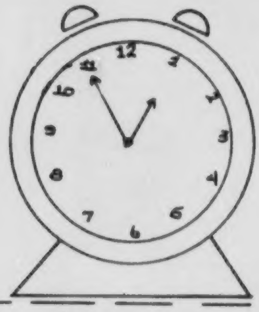
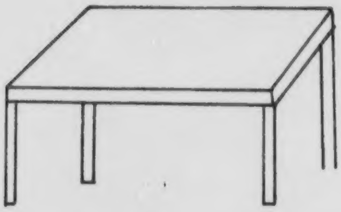
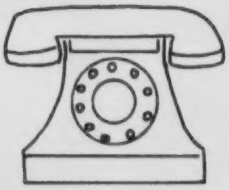
Sounds We Hear at Home



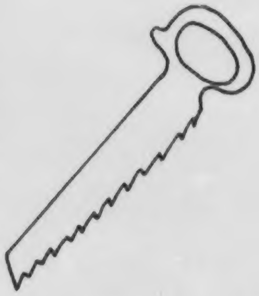
a clock



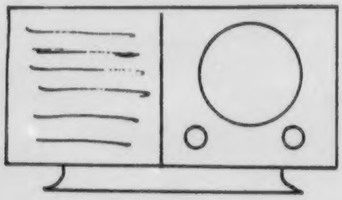
a table



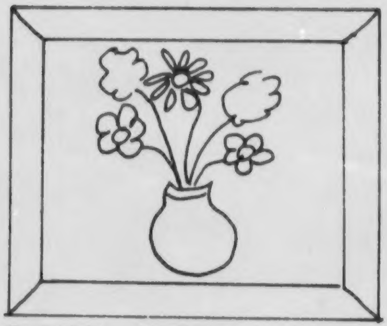
a telephone



a saw



a radio



c

a picture

Sounds I Hear Outside

I can hear

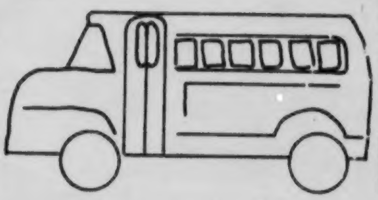
I can hear

I can hear

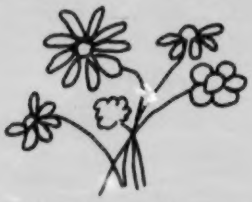
I can hear

CUTOUTS FOR SOUNDS I HEAR OUTSIDE - J^1

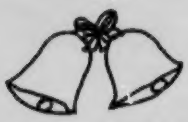
Sounds I Hear Outside



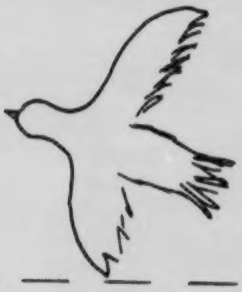
a bus



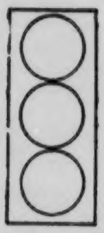
flowers



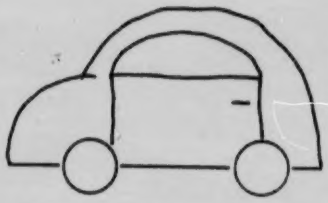
bells



a bird



a stop light



a car

MASTER FOR REPRODUCTION J^1

SOUNDS I HEAR OUTSIDE

DIRECTIONS

Cut out the pictures and words and paste them on the correct line. Paste the pictures we do not hear outside on the back of the page. Color the pictures.

Sounds We Hear at the Corner

K1

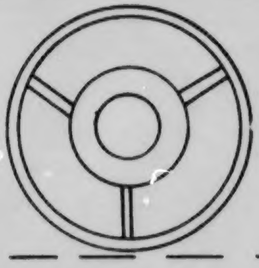
We can hear

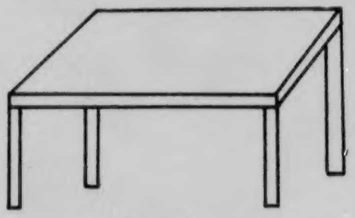
We can hear

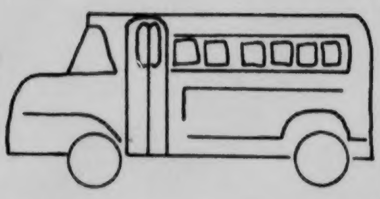
We can hear

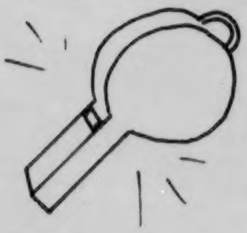
We can hear

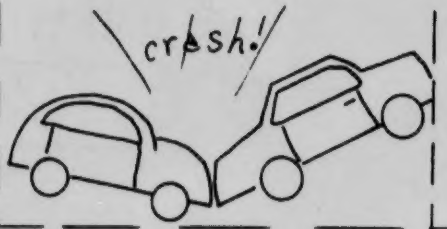
Sounds We Hear at the Corner


a car horn

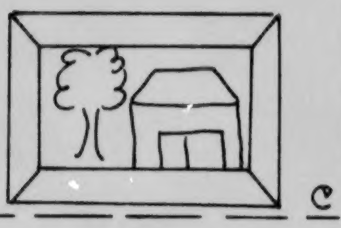

a table


a school bus


a policeman's whistle



cars crashing



a picture

MASTER FOR REPRODUCTION K^1

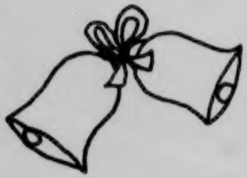
SOUNDS WE HEAR AT THE CORNER

DIRECTIONS

Cut out the pictures and words and paste them on the correct line. Paste the pictures we do not hear on the corner on the back of the page. Color the picture.

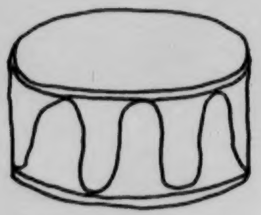
MATCHING SOUND TO SPECIFIC INSTRUMENTS

triangle	drum	cymbals	sticks	bells

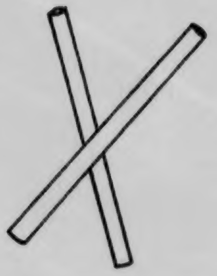


130

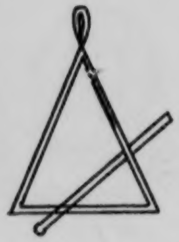
ding-dong



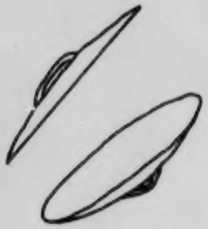
boom-boom



tap-tap



tingle-tingle



131 c

crash-crash

MASTER FOR REPRODUCTION L^1

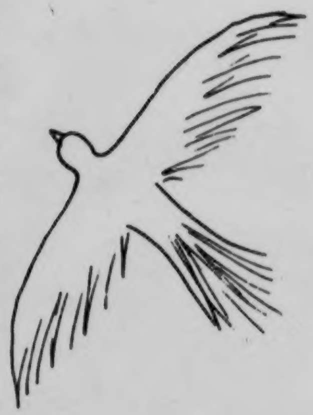
MATCHING SOUND TO SPECIFIC INSTRUMENTS

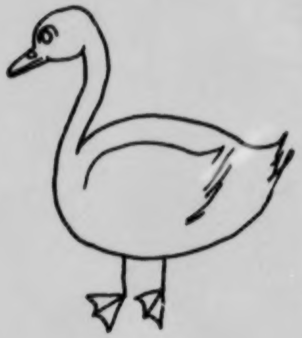
DIRECTIONS

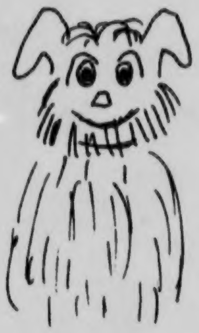
Cut out the pictures and words and paste them in the correct box.

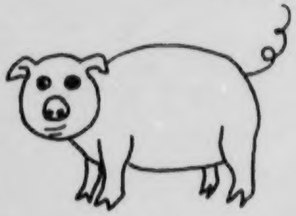
MATCHING SOUND TO SPECIFIC ANIMAL

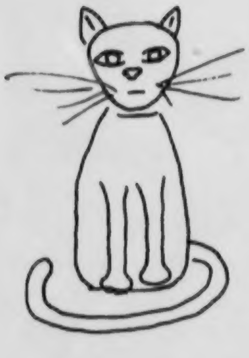
kitten	dog	bird	pig	duck


tweet-tweet


quack-quack


bow-wow


oink-oink


mew-mew ©

MASTER FOR REPRODUCTION M^1

MATCHING SOUND TO SPECIFIC ANIMAL

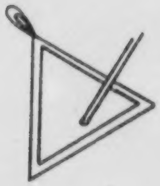
DIRECTIONS

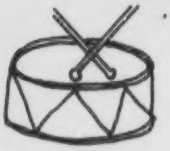
Cut out the pictures and words and paste them in the correct box.

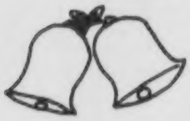
INSTRUMENT SOUND AND ANIMAL SOUND REVIEW

Sounds

N1

The  says ____________________.

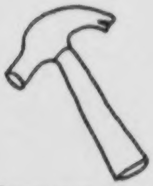
The  says ____________________.

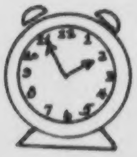
The  says ____________________.

The ____________________ says mew-mew.

The ____________________ says bow-wow.

The ____________________ says moo-moo.

The  says ____________________.

The  says ____________________.

tick-tock	cow	ding-dong	dog
bang-bang	tingle-tingle	kitten	boom-boom

MASTER FOR REPRODUCTION N^1

INSTRUMENT SOUND AND ANIMAL SOUND REVIEW

DIRECTIONS

Cut out the words below to complete the sentences above.

137

LISTENING SKILL - SELECTING IRRELEVANT SENTENCE

O^1

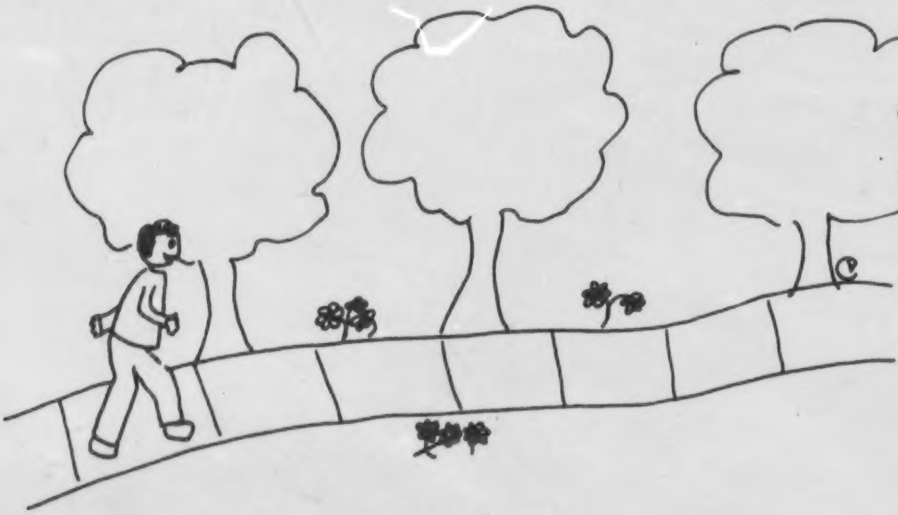
1. All things make sounds.
Not all sounds are alike.
We hear dogs bark.
There is a girl.

Read Aloud

2. I have some flowers.
I heard a bell.
I heard a song.
I heard the door slam.

3. Cars can go fast.
Cars can go slow.
The baker bakes bread.
Cars can stop.

4. Ted is a pedestrian.
He walks on sidewalks.
There was a kite in the sky.
He looks both ways before crossing.



MASTER FOR REPRODUCTION O^1

LISTENING SKILL - SELECTING IRRELEVANT SENTENCE

DIRECTIONS

Read the story. Have students raise their hands when you read the irrelevant sentence.

LIGHT AND ITS USE IN SAFETY

INTRODUCTION

The study of light and reflective material has a direct bearing upon safety at night. Children must know the nature of light, reflection, etc. in order to have a better appreciation of the rules regarding walking after dark.

OBJECTIVE: Through a series of activities, the students will be motivated to use light reflective material when walking or driving their bicycle at night.

CONCEPTS TO BE DEVELOPED:

Light colors reflect more light.
White or reflective material helps you to be seen by motorists at night.

TEACHER INFORMATION

WHY LIGHT UP AT NIGHT? Reflective material has the ability to bounce light back directly to its source, and to do so for a long distance. The person wearing retro-reflective material can be seen at night from almost twice as far away as the person who is not wearing retro-reflective material.

1. MASTER FOR REPRODUCTION

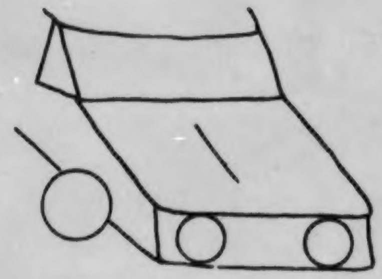
   P^1 - What Things Give Us Light?

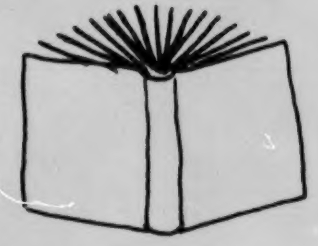
2. ART ACTIVITY
   Have the children make crayon-resist drawings of themselves wearing white at night. Use white paper and white crayon with black painted over completed drawing.

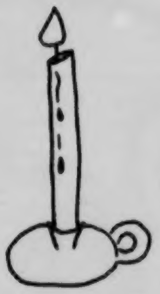
3. MASTER FOR REPRODUCTION

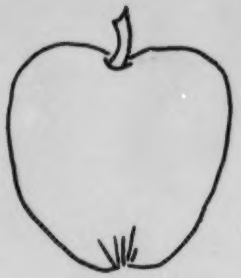
   Q^1 - How To Use Reflective Tape

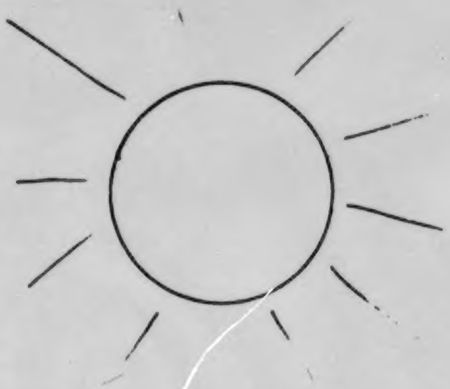
WHAT THINGS GIVE US LIGHT?

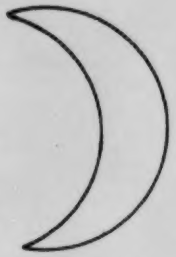


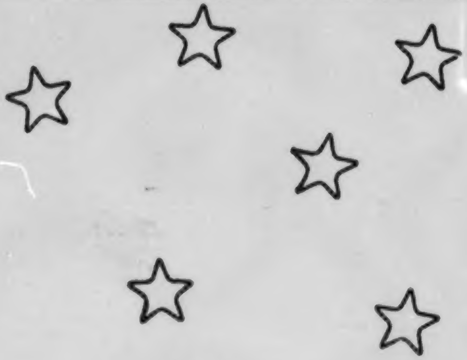


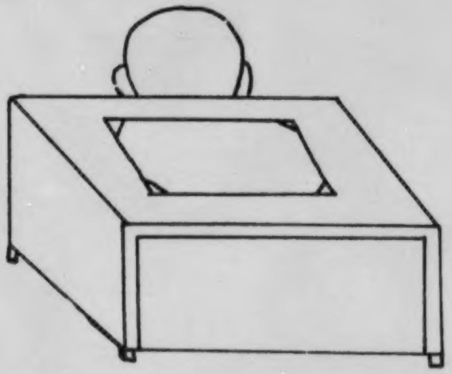


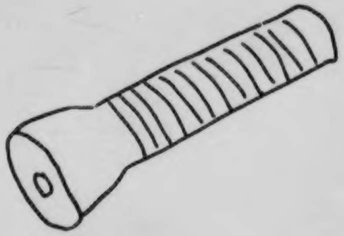












WHAT THINGS GIVE US LIGHT?

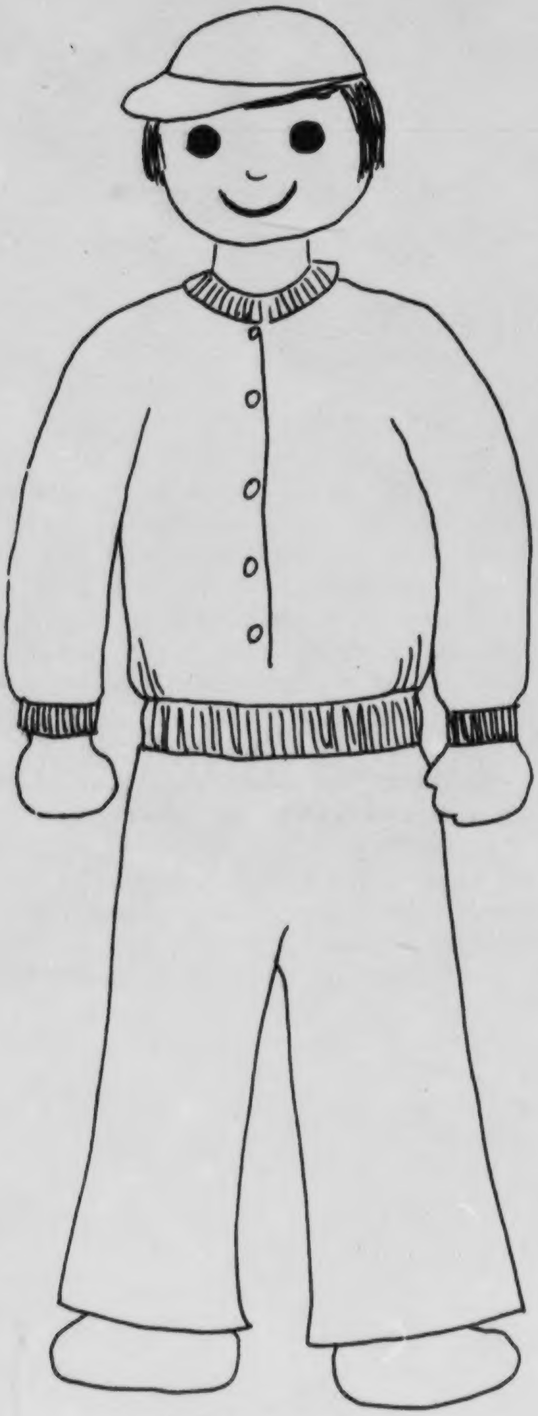
MASTER FOR REPRODUCTION P[1]

WHAT THINGS GIVE US LIGHT?

DIRECTIONS

Color the things that give us light.

HOW TO USE REFLECTIVE TAPE



c

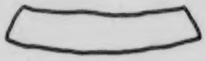
MASTER FOR REPRODUCTION Q^1

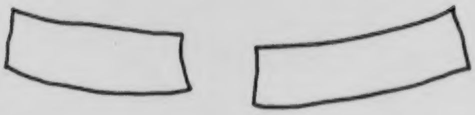
HOW TO USE REFLECTIVE TAPE

DIRECTIONS

The first page of this Master for Reproduction contains a picture of a boy. The second page contains cut-outs which show various shapes of reflective designs which are to be cut out and placed in various positions on the boy's clothing. These masters may also be used for overlays for use with an overhead projector. As a guide for the children, it is suggested that you project the overlays onto a screen. To give practice in visual memory, you may wish to turn off the projector and have the children place their cut-outs in the same position as portrayed in the overlay. Where they are placed, however, is not an essential part of the lesson. Encourage the children to make similar shapes from reflective tape or cloth to attach to their own clothing providing they have parental permission.

CUTOUTS FOR HOW TO USE REFLECTIVE TAPE - Q^1





DISTANCE JUDGMENT

INTRODUCTION

The greatest injury producing activity involving small children is crossing a street. Children must be allowed to develop the skill of judging an adequate "gap" in traffic to be able to cross a street safely. The following activities are designed to sequentially develop these specific skills needed in crossing the street safely. In many respects this is probably the most important lesson a child can learn at this age level.

OBJECTIVE: Through a series of activities, the student will be able to approximate relative distances between two objects, as provided by the teacher.

CONCEPTS TO BE DEVELOPED:

Distance can be measured in time and units of space.
Distances are judged in relation to other objects.
Practice in comparing distances can improve distance estimates.

1. JUDGING DISTANCE - HOW FAR IS IT? Put a long strip of masking tape on the floor. (Ten to twelve feet length.)

   a. Ask children to estimate the number of normal steps it would require to walk from one end of the tape to the other end. Have the children walk the tape to check for accuracy.

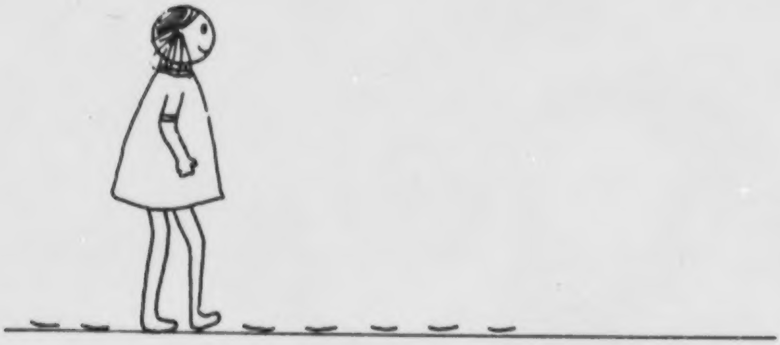
   b. Ask the children how many big steps it will take to reach the end. After the answer is given, have the children try taking the number of steps they named in order to check their judgment. Children will soon realize they have overestimated or underestimated the number. Elicit from the children that they will have to find ways to compensate for overestimation or underestimation.

   c. Ask the children to estimate the number of small steps. Follow the same procedures given for the big steps above.

d. Have children reverse ends from where they are standing and do the same activities over again.

e. How many steps for halfway to the end of the tape.

Exercises are designed sequentially to lead to GAP TIME ASSESSMENT. To judge distance: some things are nearer to us; some are farther from us. Develop the concept of where they are first.



2. WHERE AM I NOW? Have the children look around the room. Question the children as to where they are located in the room. You may receive answers such as, "I am near the chalkboard," "I am near the door," "I am near the teacher's desk." Do this activity on the playground or near a street so the children learn to think of their position in relation to the environmental factors involved in the traffic scene. In the room, direct their thinking by orienting them to one object, i.e., the door. "Which child is nearer the door, the chalkboard, the teacher's desk?" Change the question then to, "Who is the greater distance away from. . . door, chalkboard, teacher's desk?"

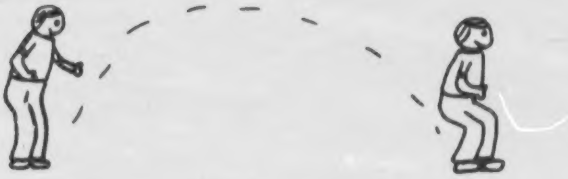
Ask an individual child, "Which is nearer to you-the door or the chalkboard?" Repeat the question using different objects and different children. The same activity may be used on the playground where they must relate to objects which are farther away and requires more skill. Examples are, "Are you nearer the building or the ball diamond." "Which is further away, the tree or the sand lot area?"

Finally, bring the questions around to the environmental factors on a street near the school as they stand on the corner of a street. Ask them to name some stationery objects which are near to them. Ask the children to name objects really far from them. Then, name objects which are about in the middle of some of the items they have named as near and far.

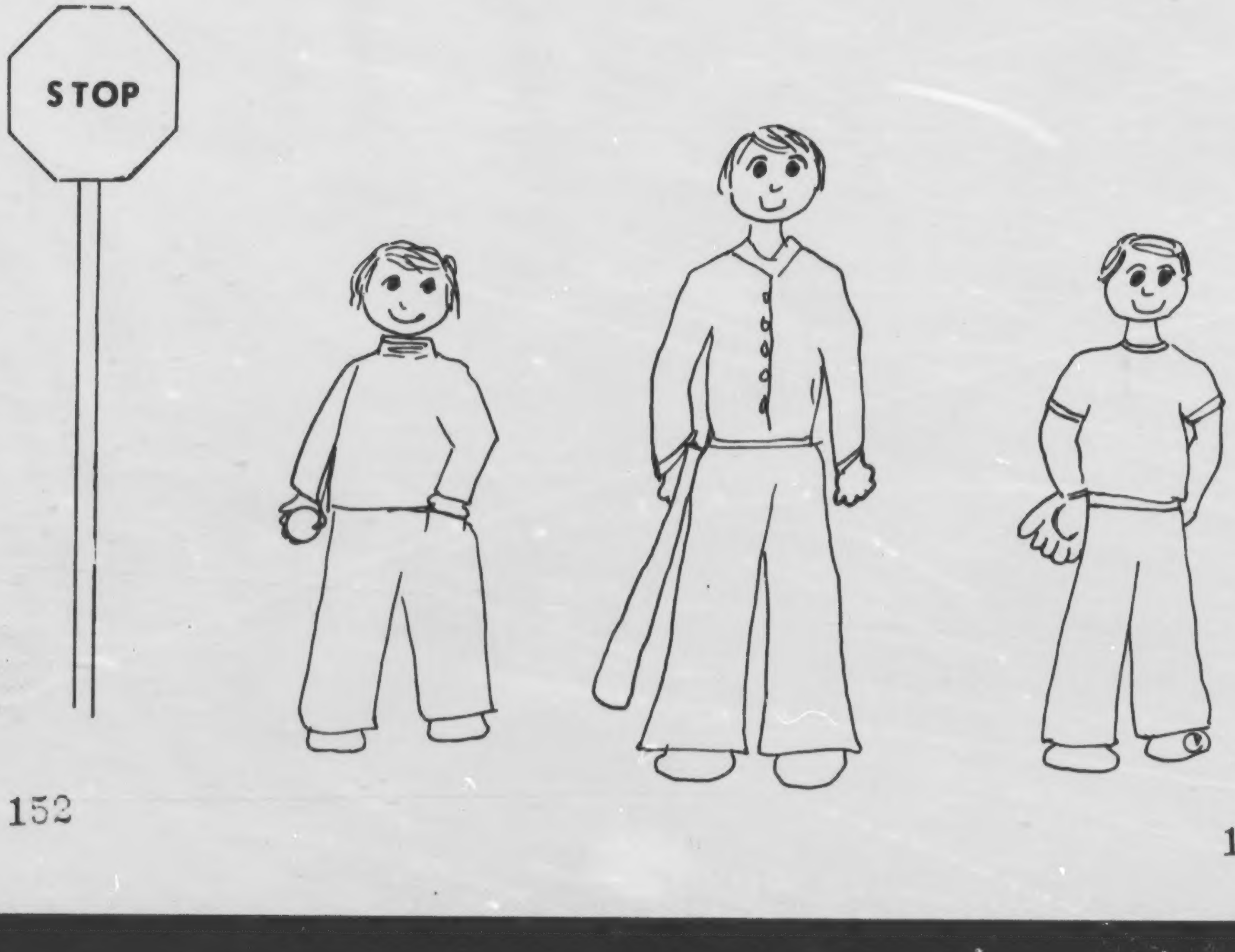
3. MASTERS FOR REPRODUCTION

R^1 - Discriminating Distance
S^1 - Judging Near and Far
T^1 - Distance Judgment
U^1 - Location and Distance Judgment
V^1 - Directionality Post Test No. 1
W^1 - Directionality Post Test No. 2

4. HOW FAR DID I GO? - Divide the class into two teams. The members of the teams stand behind the leader forming a line. The leader of each line puts his/her toes to a starting line. When the signal to start is given, the first players jump as far as possible, keeping their feet together. Where the heels land is the starting place from which the next team player jumps. If the jumper falls or loses his balance and goes backward, the place his heels land is still the starting place of the next jumper. This continues until all the children have jumped. The team covering the greatest distance at the end of the game is the winner.



DISCRIMINATING DISTANCE



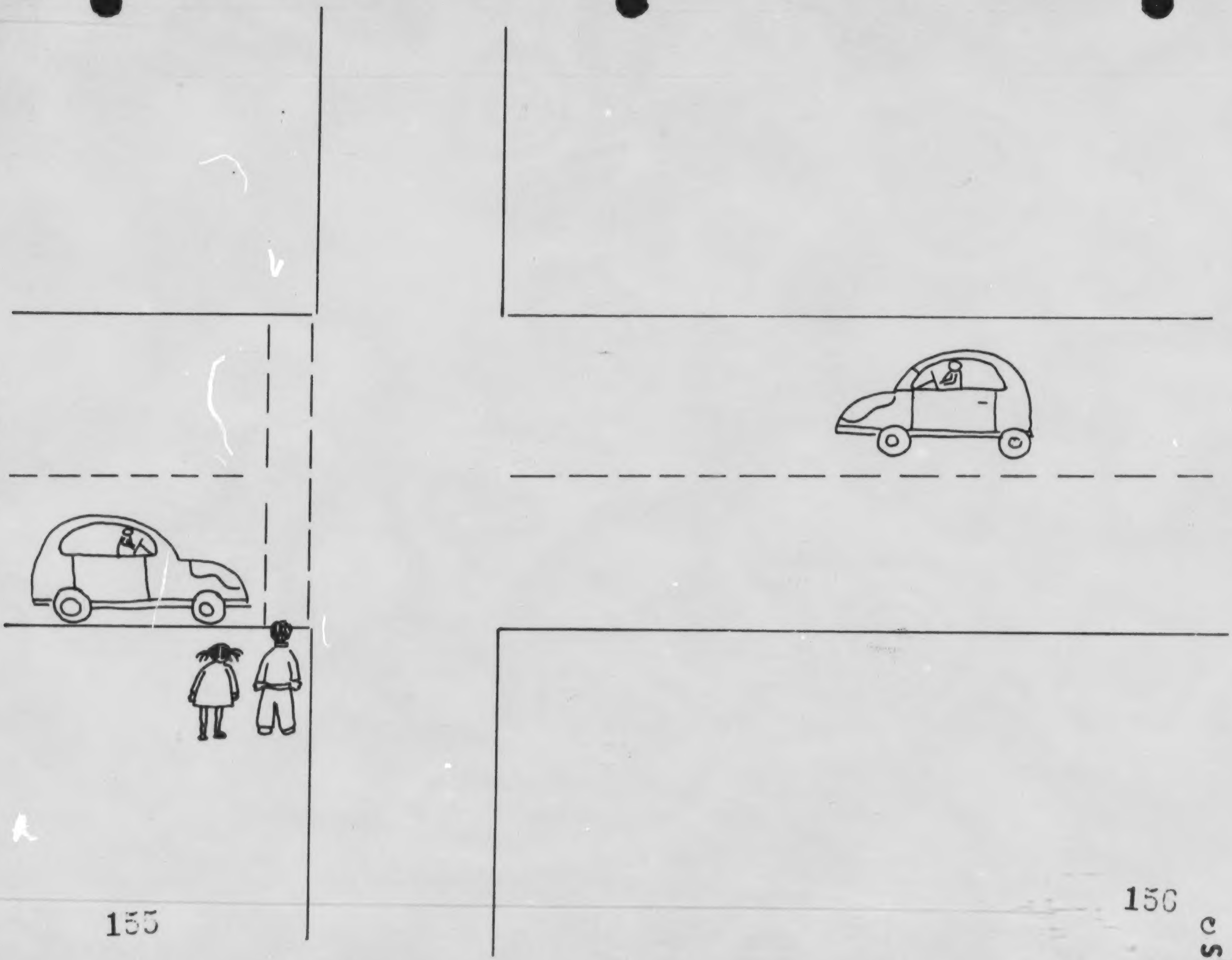
R-

MASTER FOR REPRODUCTION R^{1}

DISCRIMINATING DISTANCE

DIRECTIONS

Color the stop sign red. Put a line under the boy closest to the stop sign. Mark an X on the boy farthest from the sign. Circle the boy who is halfway between the farthest boy and the stop sign.



JUDGING NEAR AND FAR

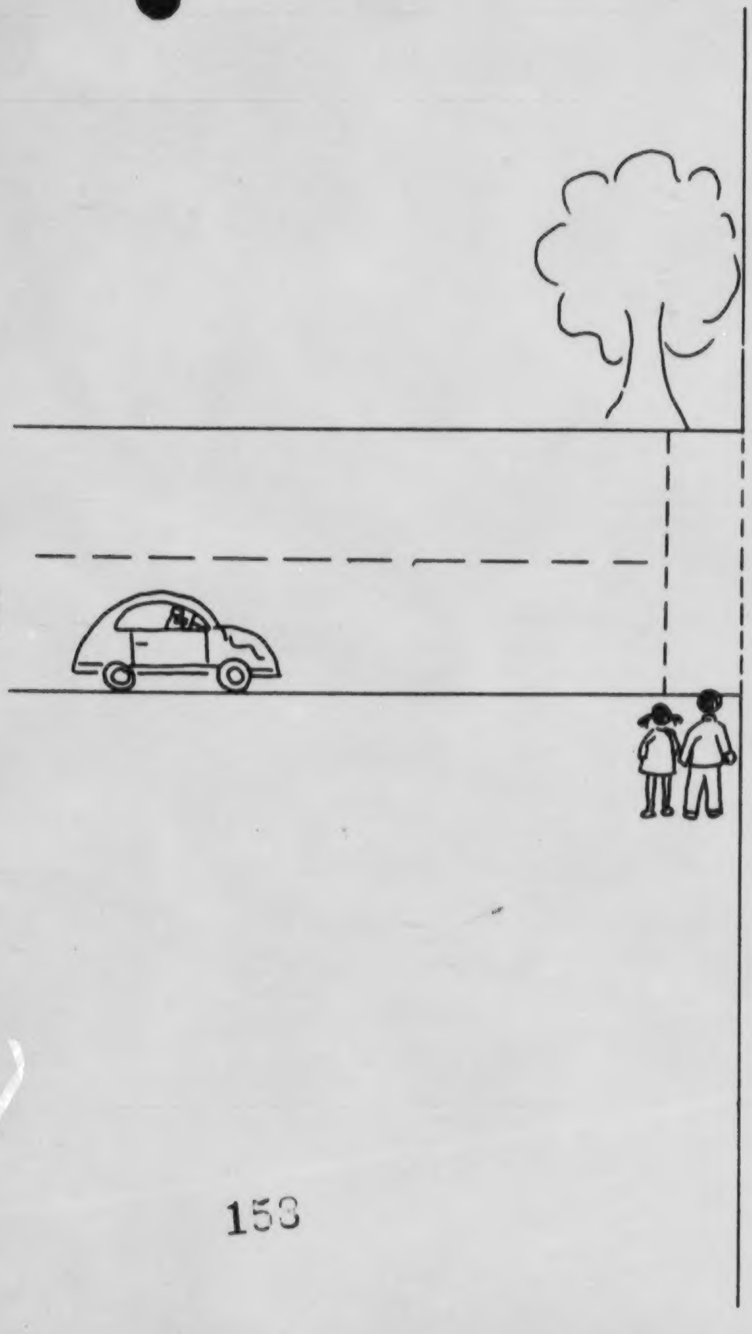
MASTER FOR REPRODUCTION S^{1}

JUDGING NEAR AND FAR

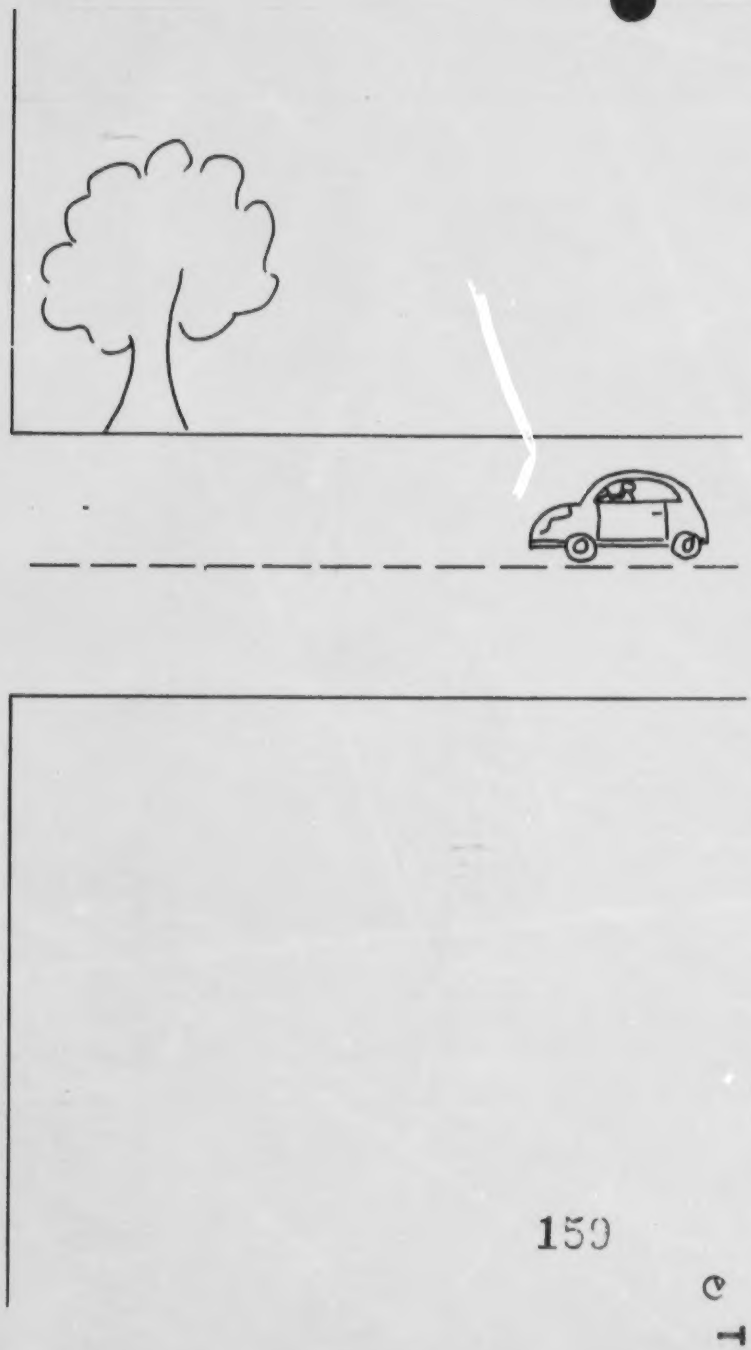
DIRECTIONS

Use a red crayon to color the car that is nearest to the children. Use a green crayon to color the car that is farthest away from the children.

139



DISTANCE JUDGMENT



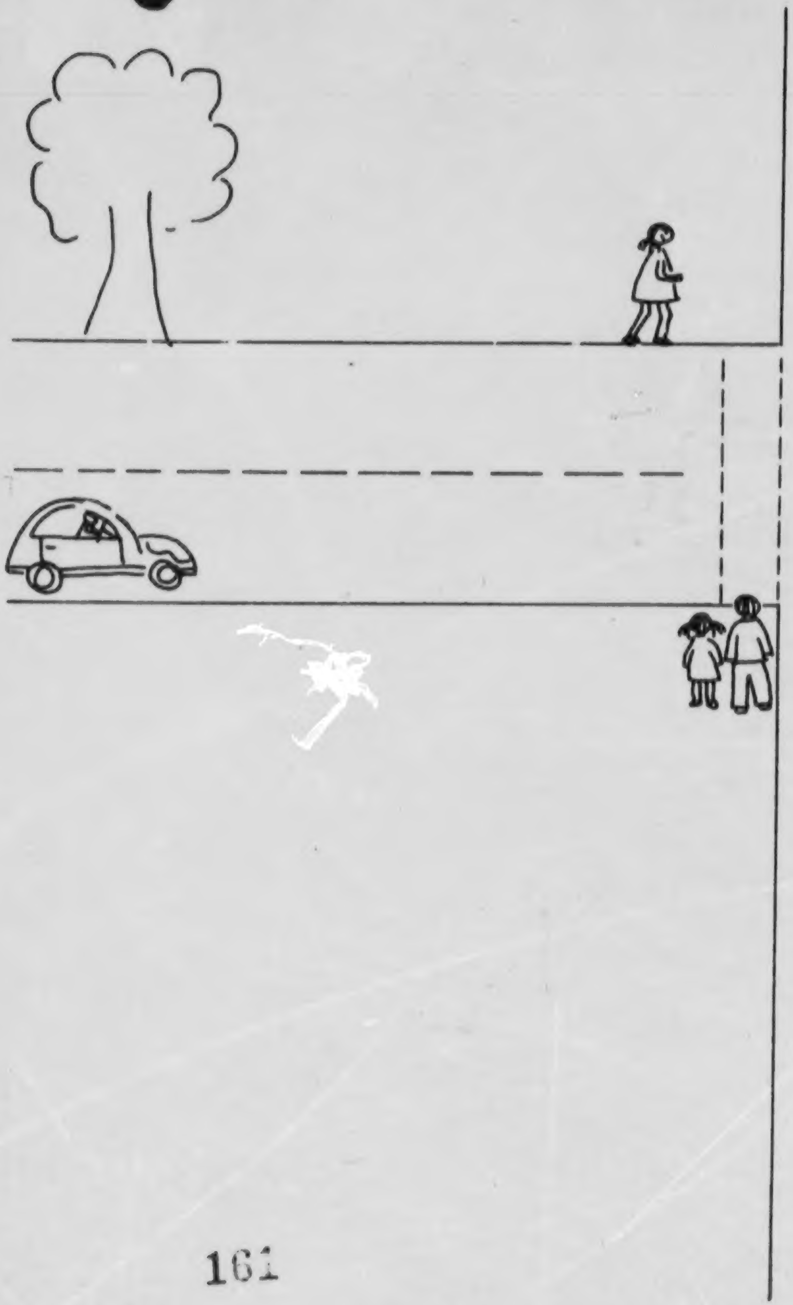
MASTER FOR REPRODUCTION T^1

DISTANCE JUDGEMENT

DIRECTIONS

Use a red crayon to color the car that is nearest to the children. Use a green crayon to color the car that is farthest away from the children.

160



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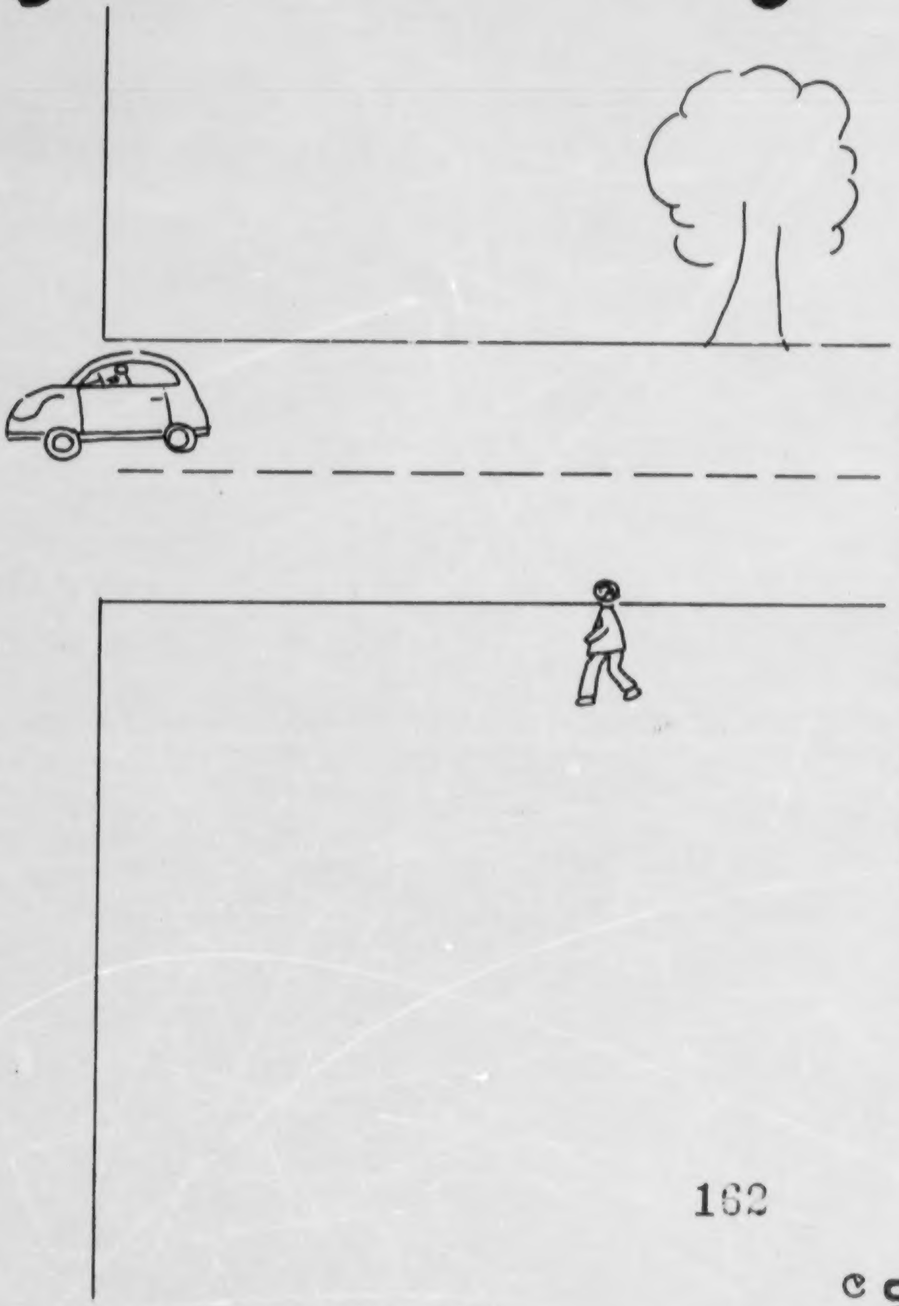

162

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MASTER FOR REPRODUCTION U^1

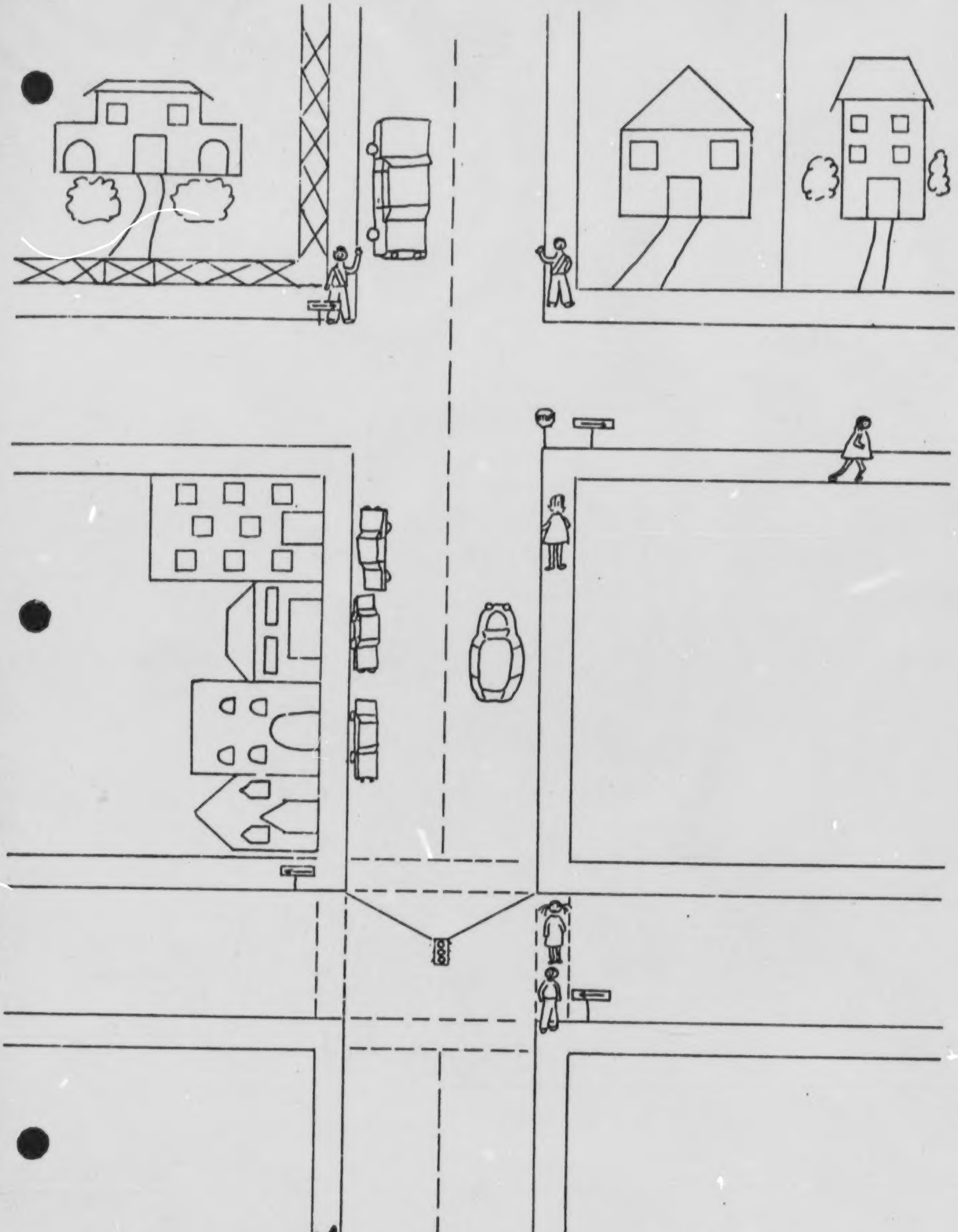
LOCATION AND DISTANCE JUDGEMENT

DIRECTIONS

Locate the two children waiting on the street corner. Color the car nearest to them red. Color the car farthest from them blue. Color the tree nearest a car green.

DIRECTIONALITY POST TEST No.-1

v



X

C

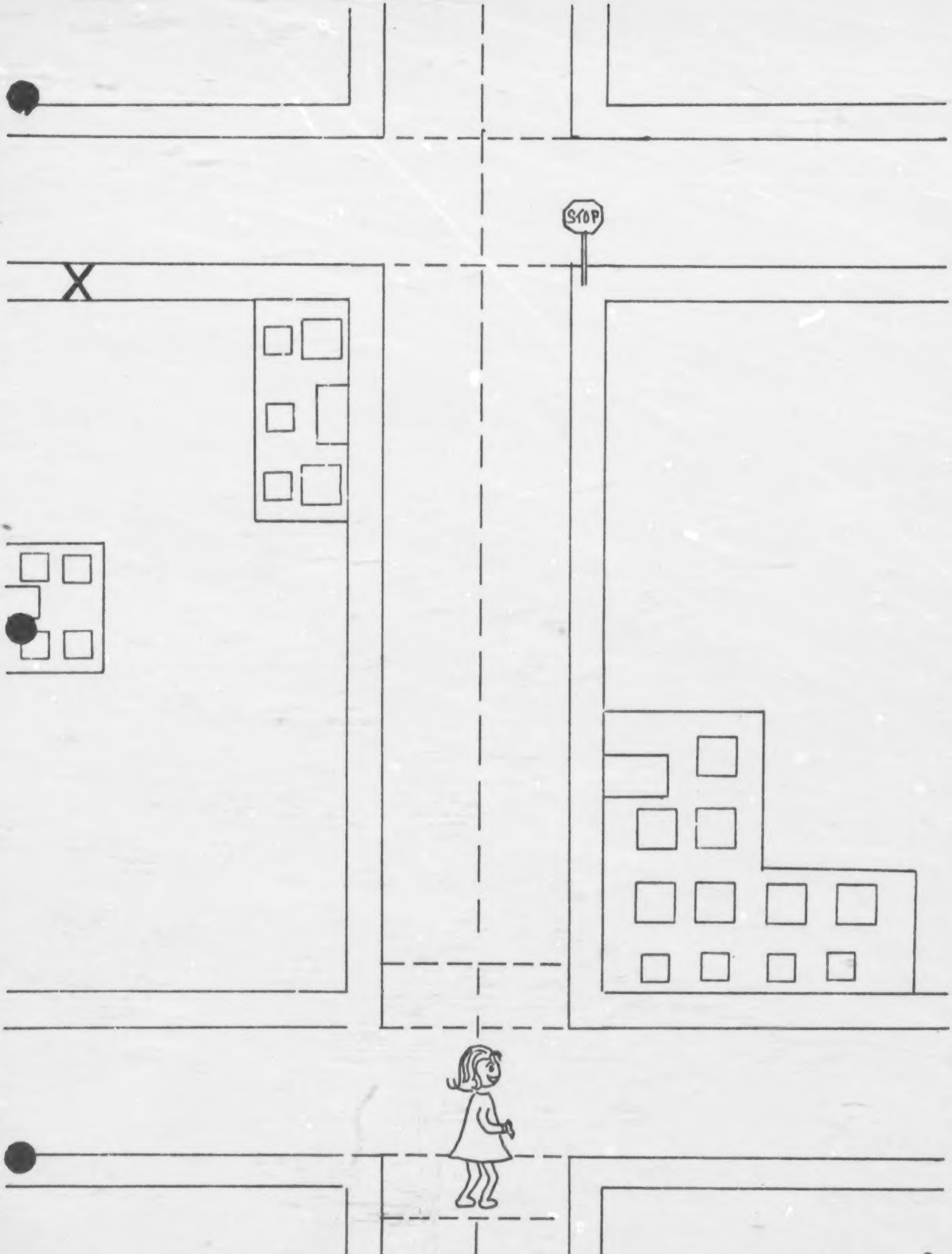
MASTER FOR REPRODUCTION V1

DIRECTIONALITY POST TEST (No. 1)

DIRECTIONS

Instruct the children to follow the instructions you will give them orally. Students place all work on the traffic scene master.

1. You are at X.
2. Put a check (√) on the vehicle that is coming toward you.
3. Draw an X above the vehicle that is going away from you.
4. Circle the pedestrian walking closest to the stop sign.
5. Put a line through the traffic light.
6. Draw a line under the tallest building.
7. Place an X in the crosswalk on the pedestrian who is walking forward onto the curb.
8. Draw a circle around the vehicle that is parked backward.
9. Put a check (√) on the safety who is holding up his right hand.
10. Draw an X over the one way sing whose arrow is pointed to the left.
11. Put a line through the widest yard.



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MASTER FOR REPRODUCTION W^1

DIRECTIONALITY POST TEST (No. 2)

DIRECTIONS

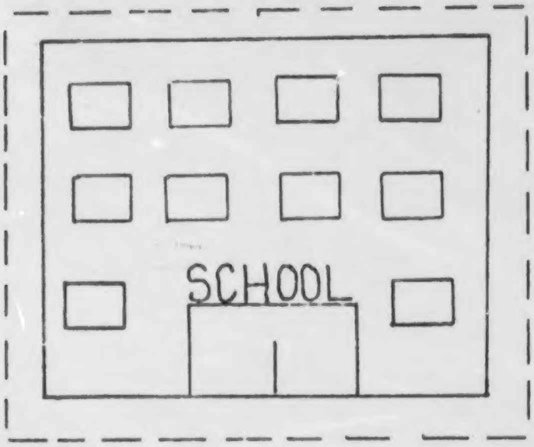
Instruct the children to cut out the objects on the first page of the master. When all of the children have completed the cutting task, slowly give the following oral directionality instructions.

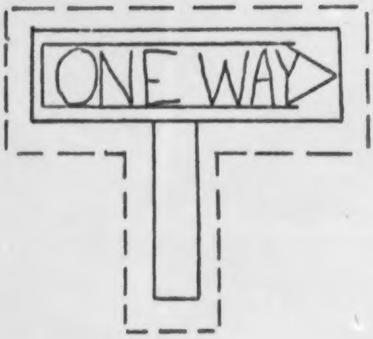
Paste the object I name with the direction I give you on the traffic scene master. You are standing at X.

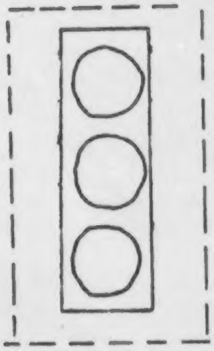
1. Paste the CAR CLOSEST to the stop sign.
2. Paste the TRAFFIC LIGHT ABOVE the pedestrian walking in the center of the crosswalk.
3. Paste a ONE-WAY SIGN on the street CLOSEST to you.
4. Paste the SCHOOL NEXT to the largest building.
5. Paste THE BOY with the kite in his RIGHT hand on the LEFT side of the street.

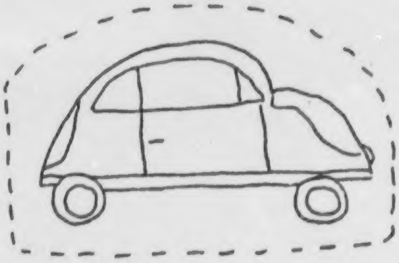
DIRECTIONALITY POST TEST NO. 2

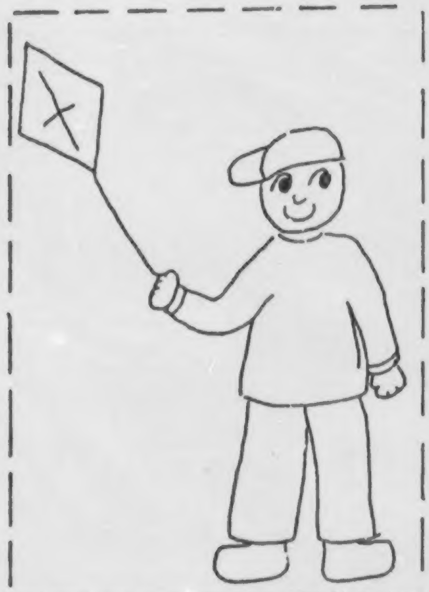
CUTOUTS FOR W^1

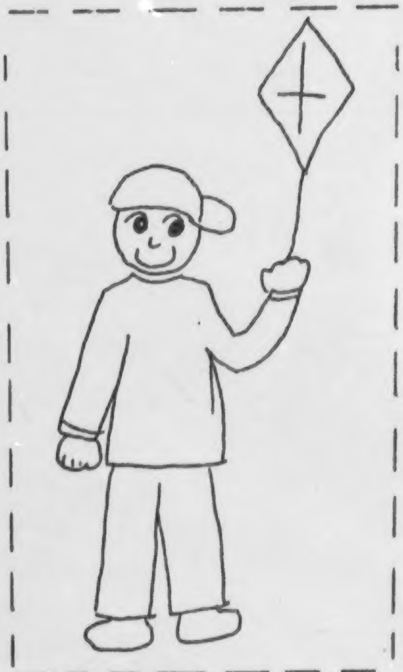






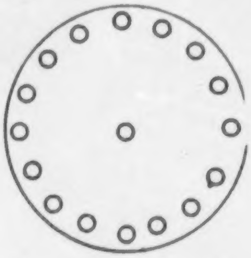






PERIPHERAL VISION ACTIVITIES

1. WHAT COLOR DO I SEE? - Instruct children to concentrate vision on the darkened spot in the center of the square. Other dots are either colored various colors or contain numbers placed in random order. As the children concentrate on the center dot, the teacher calls out a number or a color, asking children to show with their hands the location of the number or color without actually moving their eyes to locate it.



2. THE ALL EYES ON ME GAME - Put a strip of masking tape on the floor. To begin this activity, place 4 or 5 waste cans or cardboard boxes about one foot from the edge of the tape on either side. Give a child a bean bag for each waste can. Ask the child to keep his eyes on a predetermined point (teacher may stand at opposite end of the tape asking the child to concentrate his vision on her face). The teacher says, "Keep your eyes on my face, walk on the tape, toward me and as you pass by a waste can drop a bean bag into it." Check to see that the child maintains eye contact with you as he walks and correct any visual distraction the child may pick up. To increase the complexity of this activity, move the waste cans or boxes gradually farther away from the line until child's arms are fully extended to reach the cans. Stress having the child keep his arms straight out from his body. Do not allow him to reach for the location of the waste can or box.

3. WHAT DO I SEE? - Have the children hold notebooks up to the side of their faces, blocking their side vision. Ask them to describe what they see. Then ask the same question when children are not blocking their side vision. Have the children one at a time, read a simple sentence, i.e., "Mother said, "Come with me'." Hold some object out at the side as the child continues to read. Ask the child to identify the object after he finishes reading the sentence.

4. "WALL BASEBALL" - Put large colored circles on one clear wall of the room. Later on, they can be all one color, and be numbered differently, but at first, use colors as the clue. The children stand at the other end of the room. They are instructed to look at the color named without moving their heads.

After some practice (as soon as they know where the colors are), the game starts. If the child's eyes miss the target or skip it, he has a strike against him. Three strikes put him out. Completing the routine is a home run. The teacher must watch the children's eye movements.

Practice routine - Call the colors in this order: red, blue, yellow, black, green, pink, white, orange, brown. If any difficulty is noted, touch each color with a pointer at first as it is called. If the difficulty persists, have the child point with his outstretched arm and forefinger.

Baseball game - red, yellow, white, brown (two times)
red, yellow, black, pink, white, brown (two times)
red, blue, black, green, white, orange (two times
blue, yellow, orange, brown (two times)
blue, yellow, green, pink, orange, brown (two times)

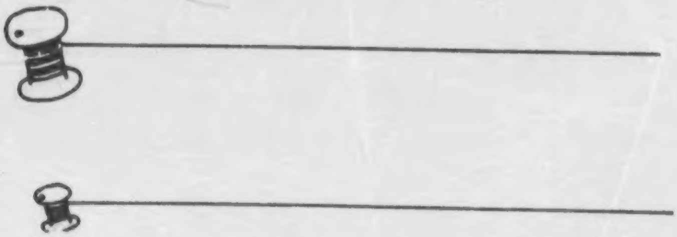
5. NUMBER COUNT - Skill Review - Naming numbers in regular succession - Have the children count or repeat after you the numbers as they touch objects. Have the children place clothes pins overthe rim of an empty coffee can saying the numbers in order as they do so. Have the children place empty spools over nails in a board saying the numbers in order as they do so.

Counting seconds - As a beginning activity, using the large clock in the classroom have the children count with you as the second hand on the clock passes 1, 2, 3, 4, 5, 6, . . . etc. Using the second hand on the clock, explain that seconds can be counted in the same way, this time watching as the hand moves past the second marks (point them out) and by using a fun type word with the numbers to make the timing more accurate. Have the children watch the clock as you count the seconds using chimpanzee one, chimpanzee two, chimpanzee three. Complete Exercise A - page two, Exercise B, Exercise C (Gap Time Activity).

6. WHO IS OUT FRONT? - DEPTH OF FIELD - Have three children stand in line (slide or filmstrip of line of telephone poles). Things closer to you appear larger. Picture of cars all of the same size moving toward you. The first car will be pictured large; the second car will appear medium sized. The last car will appear to be very small. Another picture will show the reverse as cars move away from you in the picture. Other class members should be behind this line. Ask questions such as the following: Which child is closer to you? Which child is farther away? Which child is halfway between the nearest and farthest? Now, pin vehicle names on the children such as car, bus, motorcycle. If all three vehicles are traveling the same miles per

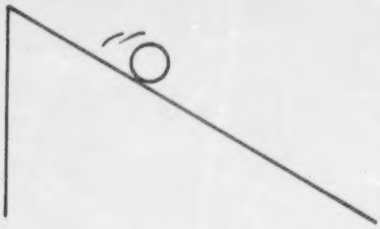
hour, which vehicle will reach you first, last, etc?

7. SPOOL RELAY - Gauge Speed - Fill two spools, one large and one small, with string. Place a dot on each spool so that the children are able to see the spool turning. Pull the strings from both spools at the same time. Ask the children to watch the dot to determine which spool is moving faster. Which is moving slower?



8. ROLLING ALONG - Ask children to bring in Hot Wheels track and cars to show different speeds. Vary the starting point of the track at various degrees of height. Have children stand first at the side as they watch the cars roll down the tracks. Ask which car is moving the fastest? Which is moving the slowest? When the class is proficient in determining speed as viewed from the side, change the activity so the children are viewing the cars coming toward them. Ask them to determine which car is moving faster? Which is moving slower? If the Hot Wheels are not available the same activity may be accomplished by rolling marbles down a slope and varying the degree of the slope.

9. HOW FAST IS FAST? - JUDGING SPEED - Build or construct inclines of various levels. Roll a ball down the three inclines simultaneously. Ask children to determine which ball rolls faster, which rolls slower. To make the activity more complex, have children view the activity from in front of the inclines. Elicit from students that it is more difficult to judge the speed when the activity is viewed from the front.



10. MOVING FAST GETS US THERE SOONER - WHO WILL GET THERE FIRST? - Set up a race between two children. One child will walk, the other will run. Ask the other children to predict who will reach the finish line first. Ask children to give reasons for their predictions. Mark off a definite distance in the room such as the distance between the door and the opposite wall. Have one child walk the distance by placing one foot in front of the other, while the rest of the class "sounds off" by clapping as each step is taken. Have another child walk the same distance at his normal pace as the children sound off again. Ask the children to compare the two methods of walking and to name the child who used fewer steps to cover the same distance.

11. IS IT THE SAME? - BEGINNING ACTIVITY FOR NEAR AND FAR - Using two objects the same size and same color (preferably a long cylindrical object such as a pencil) hold both objects (one in each hand) out in front of yourself. Ask the children questions such as, "Are these two objects the same size?" "same shape? same color?" After this, hold the two objects at an equal distance in front of you. To develop distance judgment then move the objects in various positions and ask which is nearer, which is farther. At first, the distance should be great and very obvious (i.e., facing the class):
(a) Right Left (b) Right (c) Left
Left Right

Keep moving the pencils various distances apart, refining the distance gradually while asking which is nearer or which is farther away from you. The teacher should ask children to tell her when the two objects are even or at an equal distance from the children. The children should also be able to tell the teacher when the two objects pass each other.

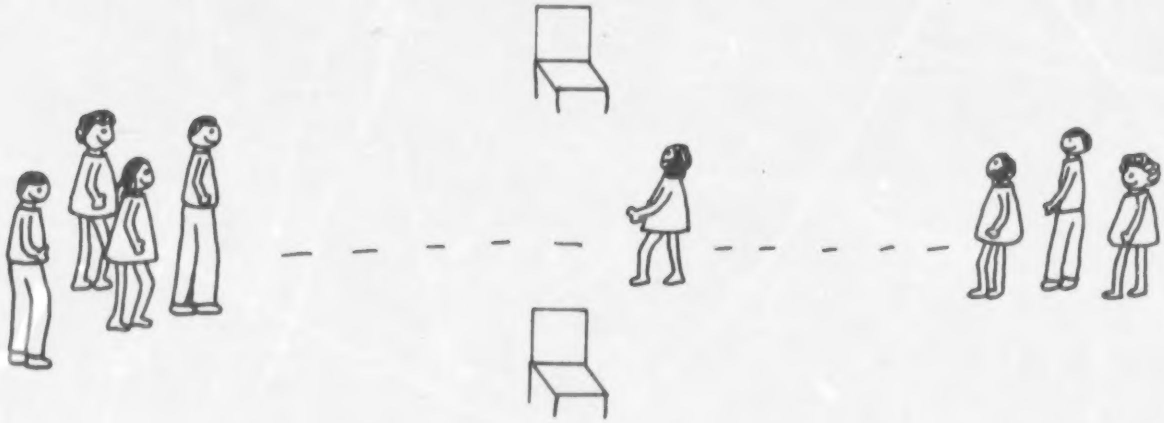
Using the activity listed above, follow the same procedures. This time, ask the children to show you by using their hands how far apart the objects are.

Use two similarly-shaped objects but of different colors. Follow the same procedure as above. Use objects of different shapes; one large and one small. Refer to Perception Through Experience, pp. 126, par. 1.

12. GET THE POINT! - TO OBTAIN REFERENCE POINT FOR DEPTH PERCEPTION - Moving objects passing a predetermined point. Classroom activities to develop depth of field: Using two chairs as a point of reference, one on each side of an open pathway, select 5 or 6 children from the class asking them to walk from their side of the room when their name is called beginning from a taped starting point, toward the remainder of the class grouped across the room. Ask the group to say "now" as each child passes the two chairs. If any children find this difficult, work individually with him until he is competent. Each child in the class should be able to determine exactly when another student passes the chairs. To make the above activity more complex, add additional items along the pathway and ask other children to call out the name of each item as it is passed by. To add variety have children use gym scooters (at increased speed) or boxes painted to resemble vehicles or tag the children as different vehicles as they walk along the pathway.

Outside Activities:

Children should be told not to look directly at the sun. Ask children to observe the sky, glancing quickly at the sun. They watch for birds, airplanes, and clouds. They observe and discuss things they observed nearest to the earth. Which is farthest away? One way to determine this is to find out which object obstructs the view of the other.



DETERMINING TIME NEEDED TO CROSS A STREET

INTRODUCTION

This activity is designed to introduce to small children, a system by which they can select those points, that cars must be behind, to allow time to cross a street.

Children must have the ability to count in approximately one second intervals in order to do this activity.

This technique is innovative and may seem rather complex initially, especially for the first grade level student. Preliminary lead up activities are covered in the kindergarten level. A special Instructional TV program has been designed to assist the student in understanding this technique. You may wish to refer to those activities prior to the television series. Please refer to your TV schedule and teacher's manual for the telelesson.

OBJECTIVE: The student will be able to accurately select the reference point (for cars to be behind) that will allow maximum time to cross a street.

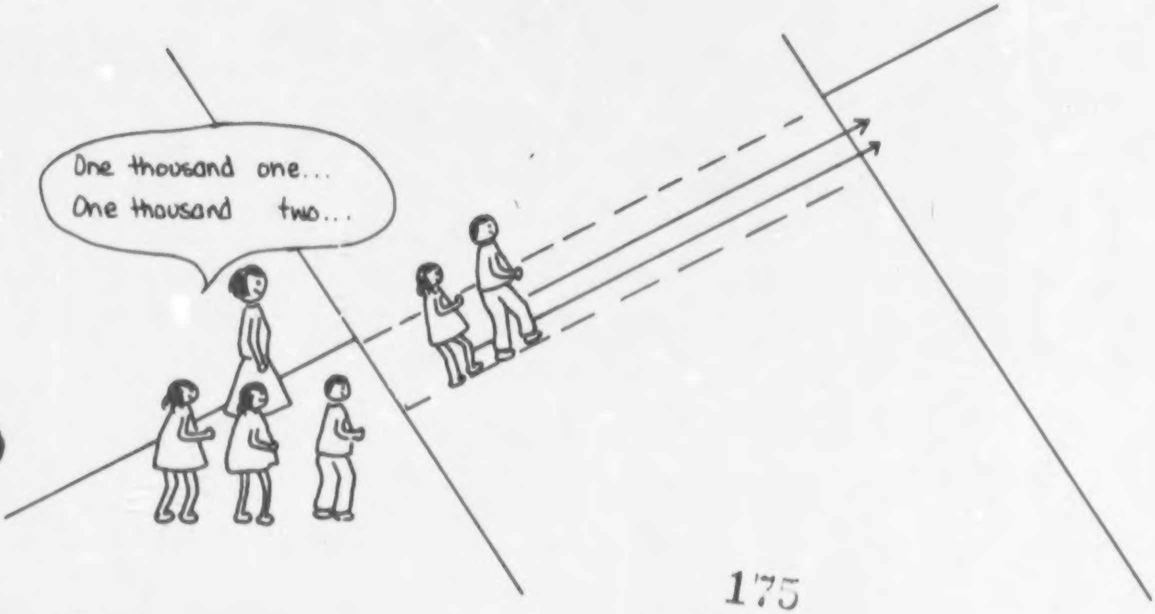
STEP ONE: The student must be able to count in "second" intervals; i.e. one-thousand-one, one-thousand-two, etc.

PROCEDURE: Using a large clock with a second hand, have students count as a group, one-thousand-one, etc., in unison with the second hand. Fourteen seconds is enough. This procedure must be practiced until the students have the ability to count accurate seconds.

STEP TWO (STREET): The student must be able to determine the time that it takes him to cross a street. Approximate timing is as follows:

4-lane street: 12-14 seconds
2-lane street: 10 seconds
1-lane street: 6-8 seconds

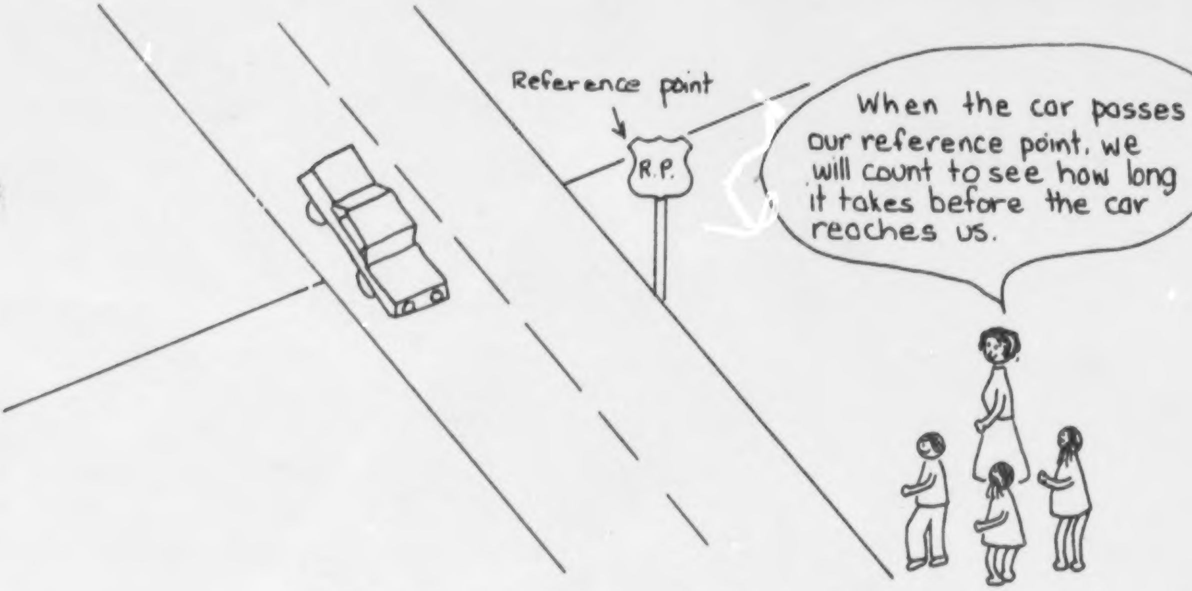
Using a street without much traffic, have the students (2 or 3) walk across the street while the rest of the class is counting. The time will be representative of most of the class barring unusual circumstances. Students must understand that this is the time they must have in order to get across a street safely.


One thousand one...
One thousand two...

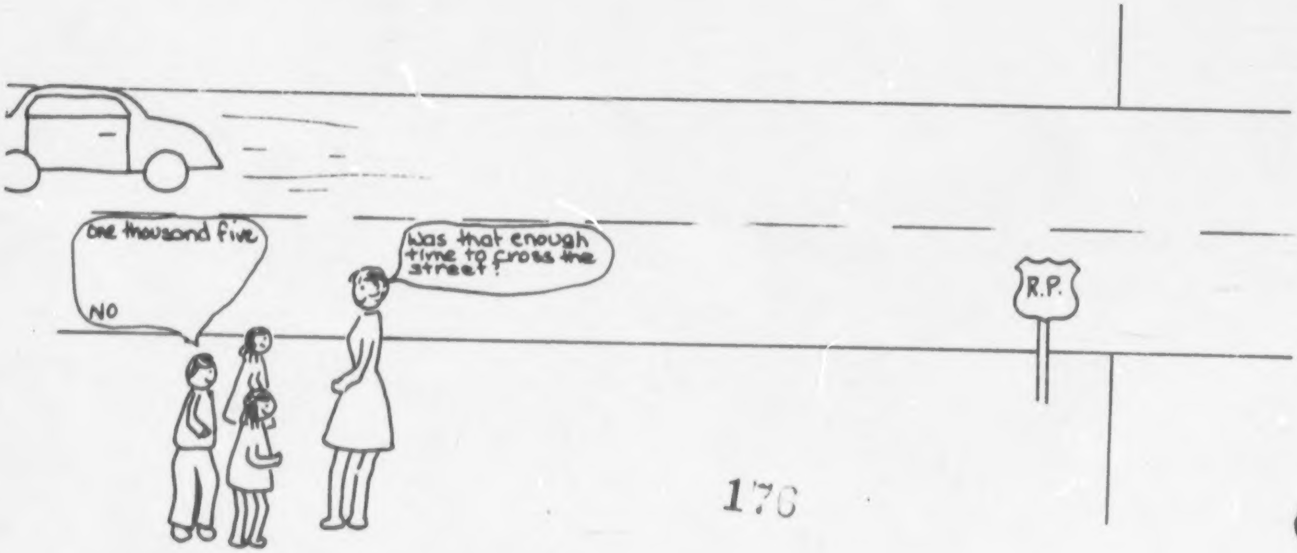
175

C

PART b: Select or have students select a point. Explain that we now are going to count the distance from that point when a car passes it to where we are standing. (The distance should be lower than 12 seconds for sequential building.)

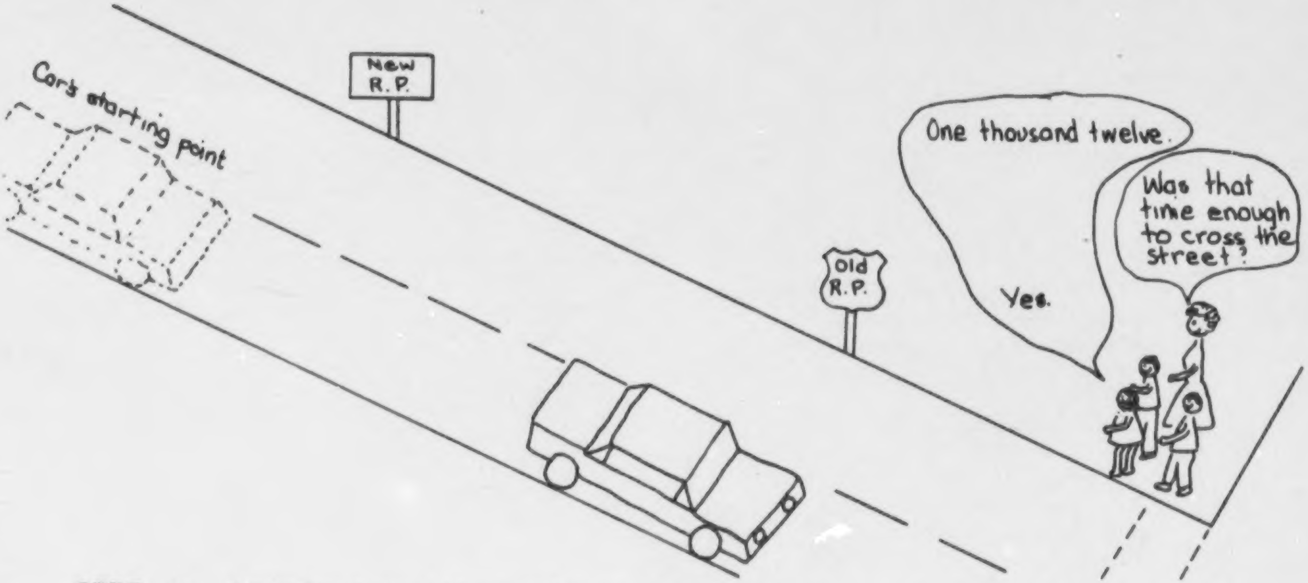

Reference point
R.P.
When the car passes our reference point, we will count to see how long it takes before the car reaches us.

After the distance is calculated, ask students if that was enough time to cross the street. The answer should be no.


One thousand five
NO
Was that enough time to cross the street?
R.P.

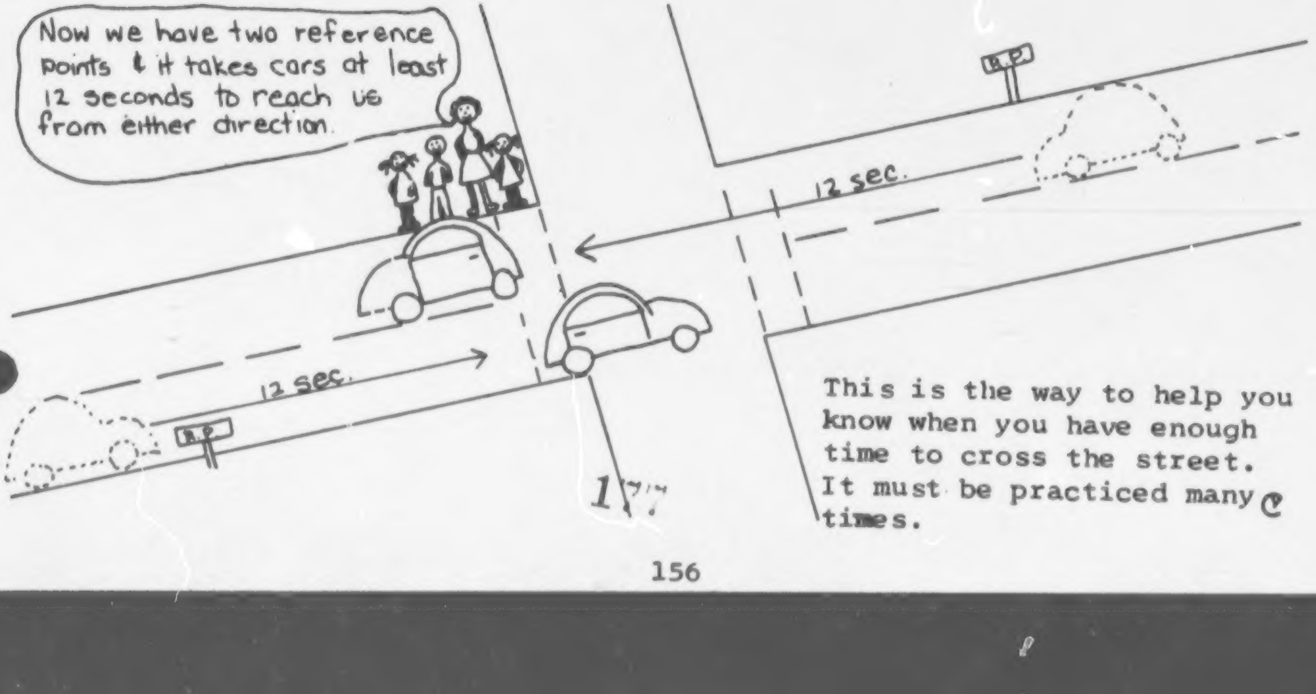
PART c: Now let's pick a reference point farther away to see if we can find one with the time we need. Follow this procedure and tell the students to find the reference point that allows enough time.

PART d: Repeat the same procedure in the opposite direction.


Cars starting point
New R.P.
Old R.P.
One thousand twelve.
Yes.
Was that time enough to cross the street?

STEP 4: We now have the reference points we need to tell us when we have enough time to cross safely. We now know that cars must be in back of these points to have enough time to cross the street without getting hit. We must remember these two reference points.

Let's practice with these reference points. Does everyone know what these points are? When I say "now" I want you to look both ways and tell me if you have enough time to cross. Practice until the students are proficient at the task.

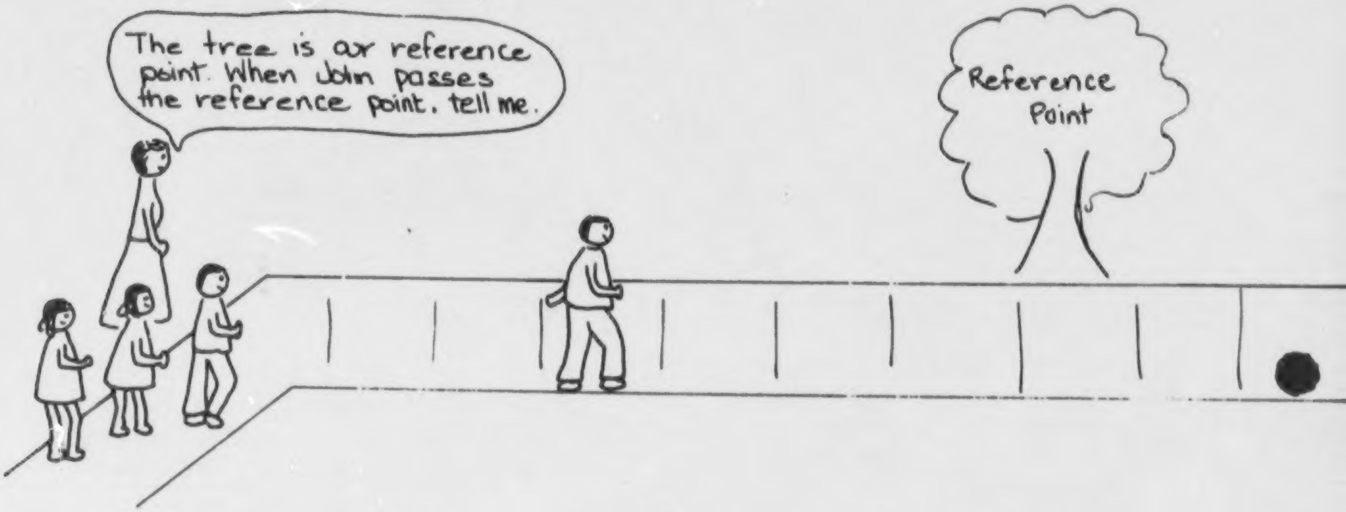

Now we have two reference points & it takes cars at least 12 seconds to reach us from either direction.
R.P.
12 sec.
12 sec.
R.P.

This is the way to help you know when you have enough time to cross the street. It must be practiced many times.

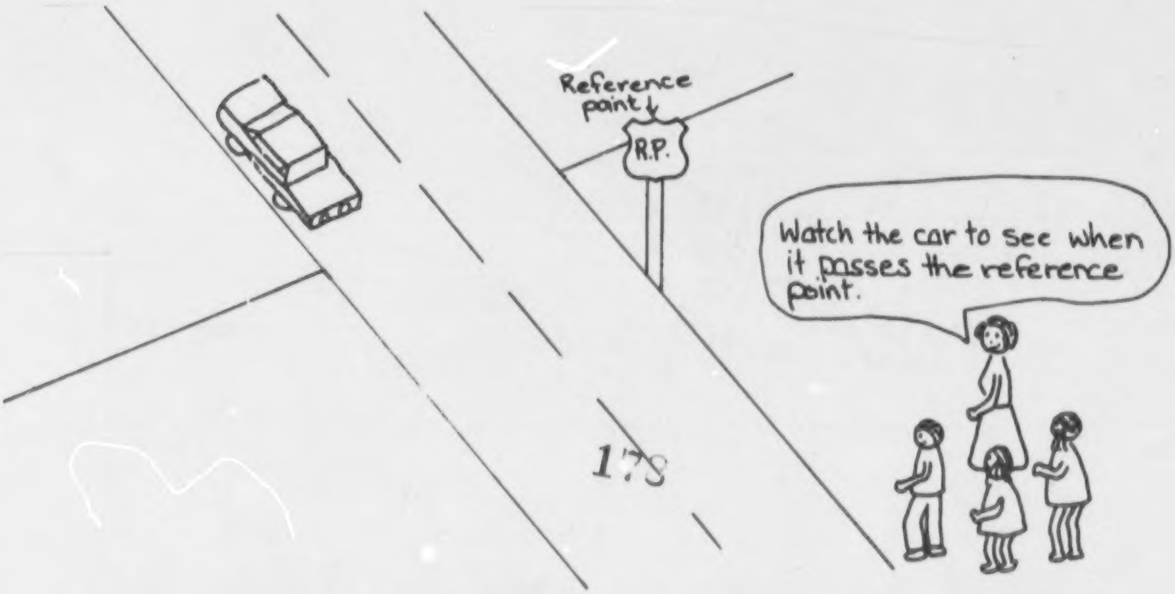
STEP THREE: The student must be able to judge the timing of an object (car) passing predesignated point.

PART a. Have students stand at a given point on a sidewalk. Select a reference point (i.e. sign, post, etc.) and ask the students to indicate when a single person has passed the selected reference point.

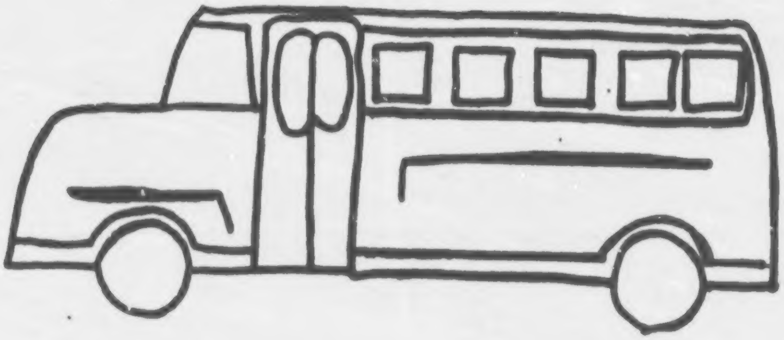
NOTE: A reference point can be any object (tree, sign, shadow, parked car, etc.) which marks the distance from you a car must be in order for you to safely cross the street.


The tree is our reference point. When John passes the reference point, tell me.
Reference Point

When the children have the idea, proceed to choose a reference point in the street for cars to pass. Practice this until understood.


Reference point
R.P.
Watch the car to see when it passes the reference point.

SCHOOL BUS SAFETY ACTIVITIES



UNIT OBJECTIVES:

1. The students will be able to discriminate between the desired and undesired behavior and determine its effects upon the school bus driver, himself and other passengers.
2. The students will apply rules for waiting, entering, riding, and exiting the school bus.

OBJECTIVE: Having experienced the school bus learning activities, the student will be able to demonstrate his understanding of the procedures for waiting at the bus stop, entering, riding, and exiting the school bus by stating, role playing, or acting out these procedures at the discretion of the teacher.

PROCEDURES AT THE STOP:

1. Know what time the bus will be ready to pick you up.
2. Be ready on time.
3. Plan to leave home at the same time each day.
4. Be at your bus stop at least five minutes before the bus. Avoid being at the bus stop too early.
5. If there are no sidewalks and you have to walk in the street, FACE traffic and walk in a single line.
6. Stay back away from the curb at a distance of an arm's length or more.
7. At the school bus stop, don't wait or play in the street.
8. Wait until your bus comes to a FULL STOP.

1. DISCUSSION - When children walk from their homes to the bus each day, they are following a PEOPLE PATH. The school bus driver expects them to be ready and waiting when he arrives with the bus. Therefore, children should be at the bus stop five minutes BEFORE the bus is due. A good technique is to leave your house at the same time every day to insure getting to the bus stop on time.

2. DRAWING YOUR WALK ROUTE - Children count the blocks on their way to the school bus stop. On a 12" x 18" piece of manila paper, have the children draw their home, the blocks they walk to the bus stop, and the bus stop. The child draws himself at the bus stop. Other variables that are specific to his bus stop may be included, i. e. bench, mailbox, etc. Route maps can be placed on a bulletin board entitled, "MY WAY TO GO."

3. POEM -

WAITING AT THE SCHOOL BUS STOP

WHEN I WALK TO THE SCHOOL BUS,
BEING ON TIME IS A MUST.
TIME IS IMPORTANT FOR ME TO KNOW,
BEFORE MY BUS COMES I MUST SHOW.
WALKING TO THE BUS STOP HAPPY AND GAY,
ON THE SIDEWALK I WILL STAY.

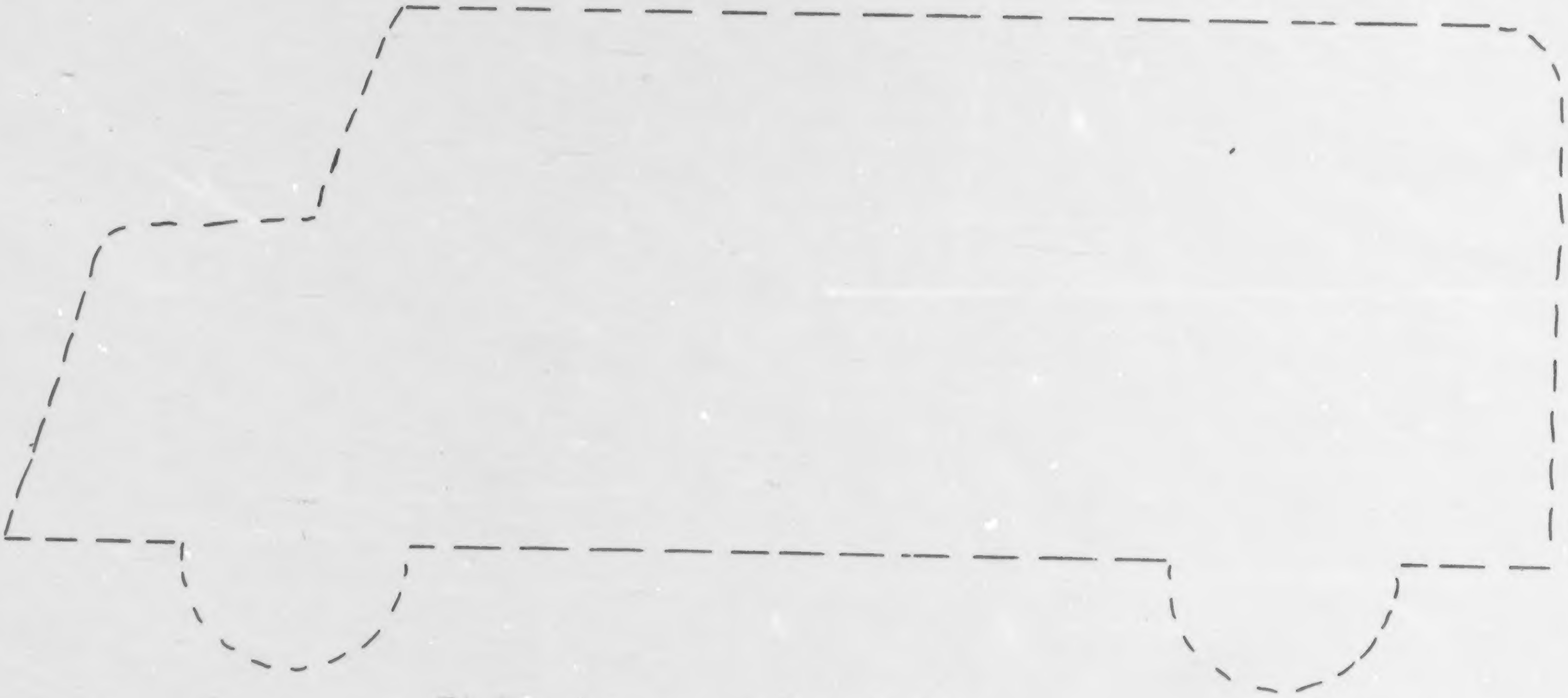
I CROSS AT THE CORNER OF THE STREET,
LOOKING BOTH WAYS, THEN I MOVE MY FEET.
WHEN I GET TO WHERE THE BUS WILL STOP,
TO WALK IN THE STREET I MUST NOT.
IN BACK OF THE CURB, IS WHERE I WAIT,
EVEN THOUGH I MAY BE LATE.

4. ORIGINAL BUS BOOKS - Children create a simple story about their school bus and their experiences. Using masters for reproduction, have the children draw their own interpretation of their stories. Combine each child's story into a booklet for every child in the class to take home. An introductory statement by the teacher can be included with the suggestion that both parent and child review the desirable procedures for bus safety.

5. MASTERS FOR REPRODUCTION

A,B,C,D - My School Bus Shape Story Book
E - Connect the Dots
F - Where Will You Find It?

MY SCHOOL BUS SHAPE STORY BOOK



This is my school bus.

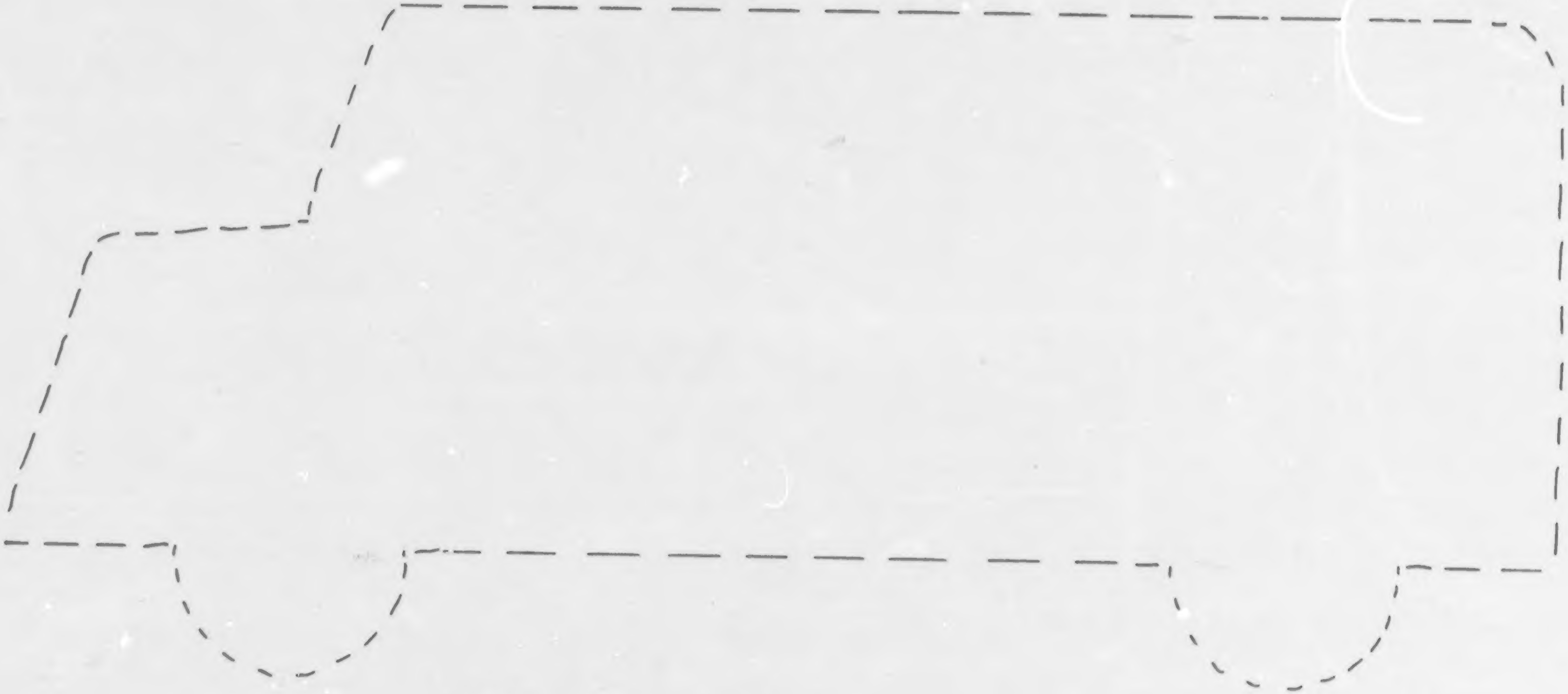
MASTER FOR REPRODUCTION A

MY SCHOOL BUS SHAPE STORY BOOK

DIRECTIONS

Illustrate the sentence on each page. When illustration is completed, add it to the other pages. An original cover for the book may be constructed. Cut along the dotted line to form bus shape pages.

18



This is my bus driver.

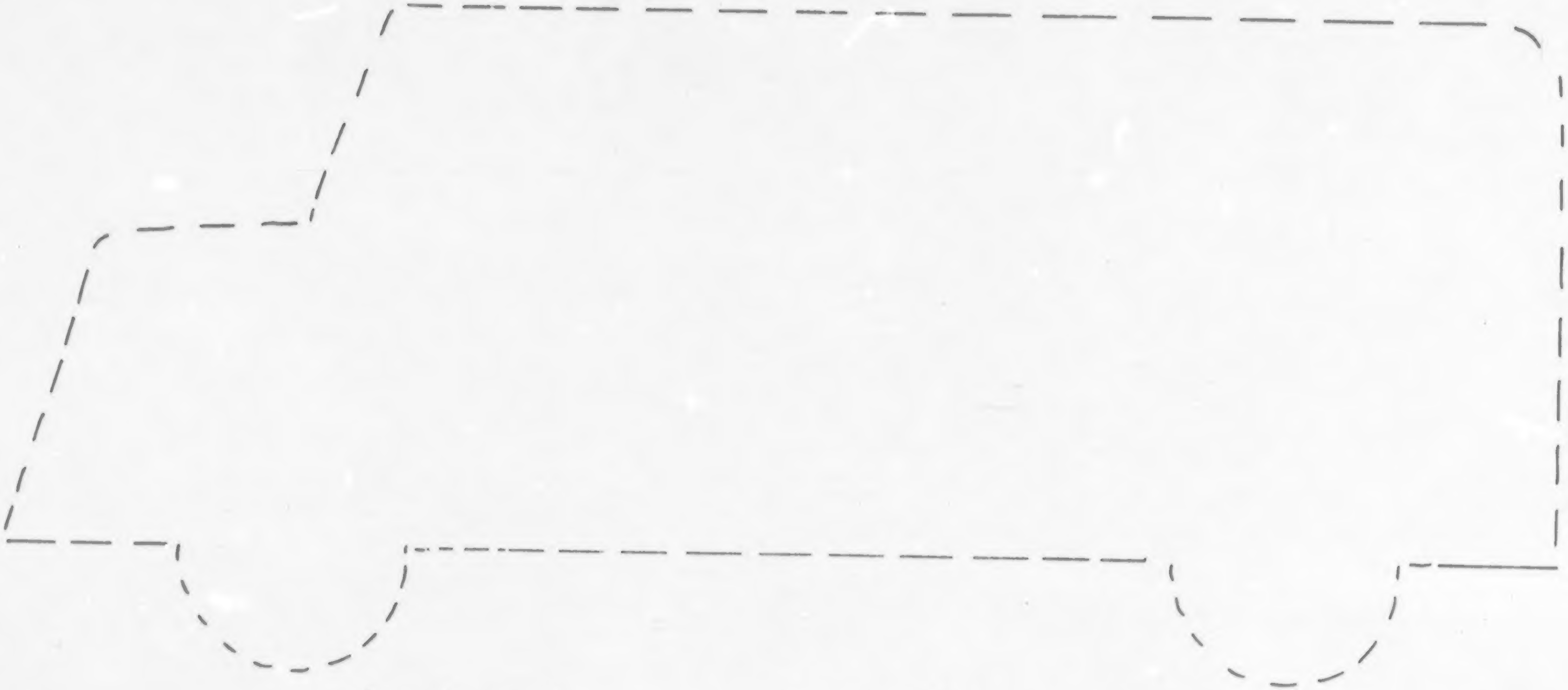
MASTER FOR REPRODUCTION B

MY SCHOOL BUS SHAPE STORY BOOK

DIRECTIONS

Illustrate the sentence on each page. When illustration is completed, add it to the other pages. An original cover for the book may be constructed. Cut along the dotted line to form bus shape pages.

MY SCHOOL BUS SHAPE STORY BOOK



I stay in my seat on the bus.

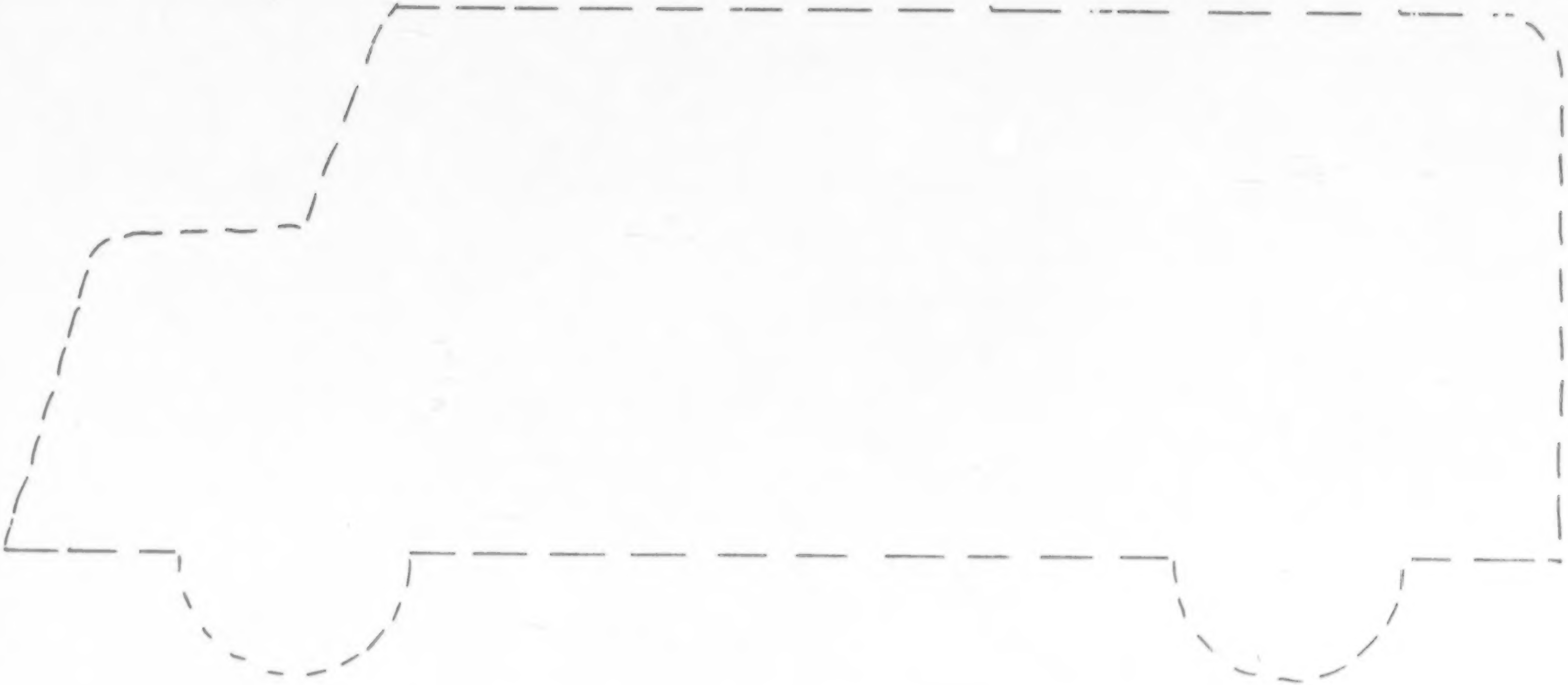
MASTER FOR REPRODUCTION C

MY SCHOOL BUS SHAPE STORY BOOK

DIRECTIONS

Illustrate the sentence on each page. When illustration is completed, add it to the other pages. An original cover for the book may be constructed. Cut along the dotted line to form bus shape pages.

MY SCHOOL BUS SHAPE STORY BOOK



I use the handrail when I leave the bus.

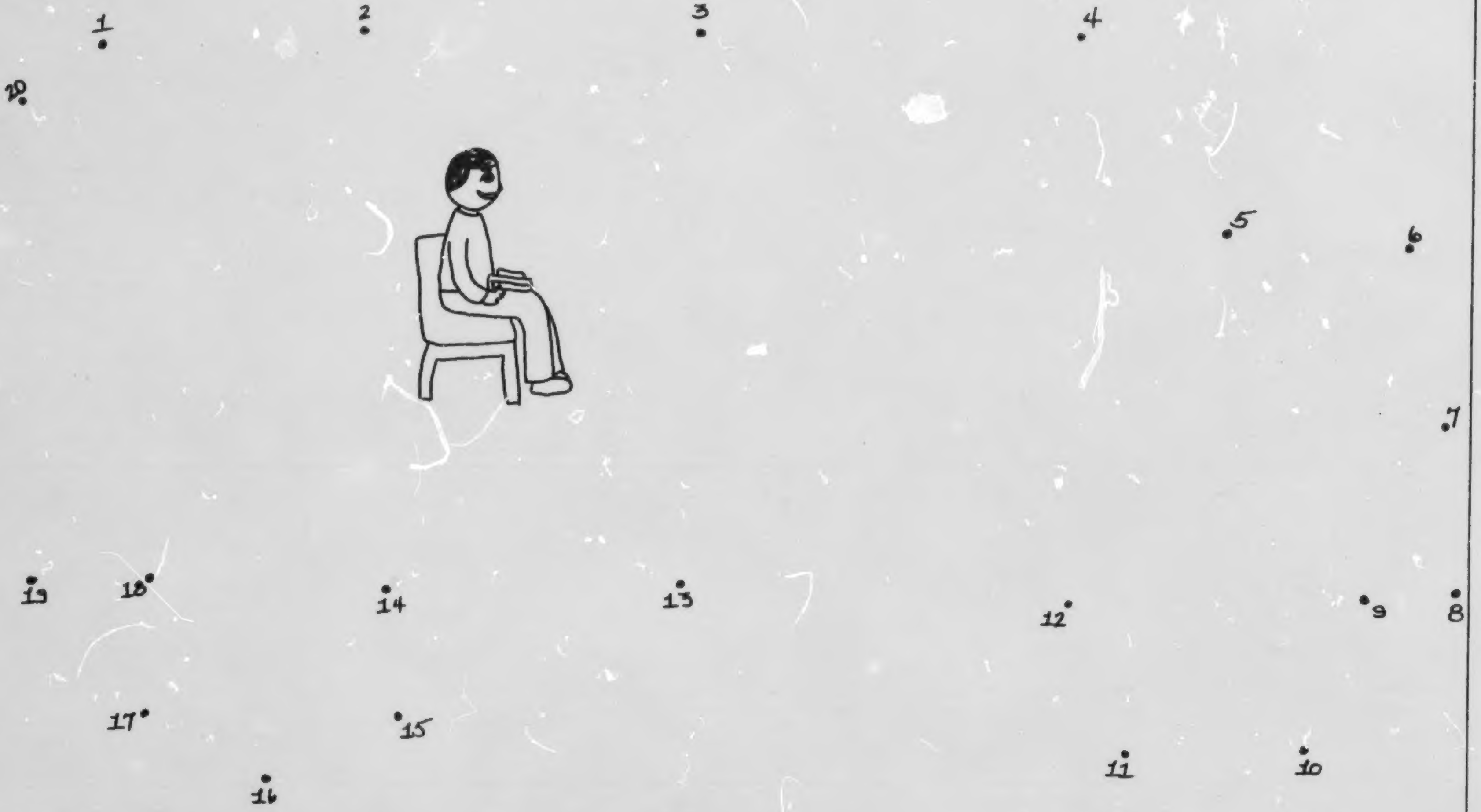
MASTER FOR REPRODUCTION D

MY SCHOOL BUS SHAPE STORY BOOK

DIRECTIONS

Illustrate the sentence on each page. When illustration is completed, add it to the other pages. An original cover for the book may be constructed. Cut along the dotted line to form bus shape pages.

CONNECT THE DOTS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E

MASTER FOR REPRODUCTION E

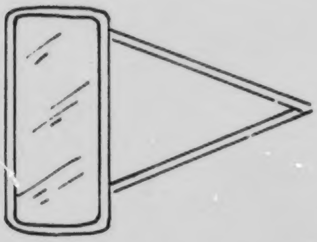
CONNECT THE DOTS

DIRECTIONS

Beginning at number 1, connect the dots until you reach number 20.

WHERE WILL YOU FIND IT?

For each object below write **INSIDE** if you find it **INSIDE** the bus or **OUTSIDE** if you find it on the **OUTSIDE** of the bus.



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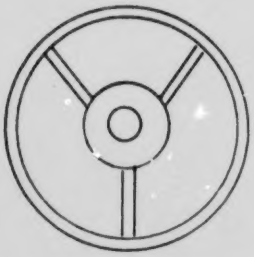

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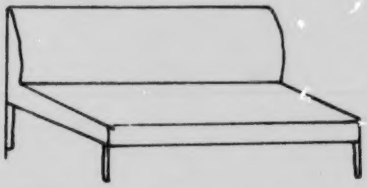

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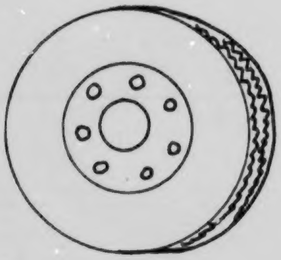

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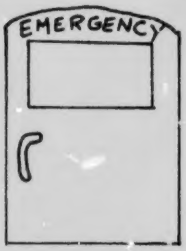

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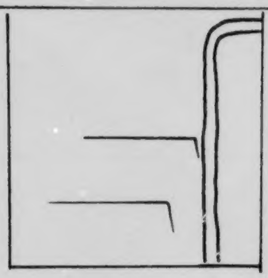

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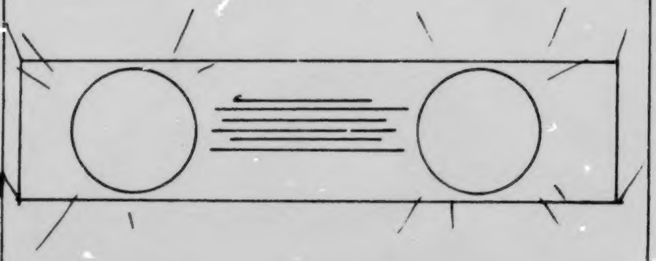

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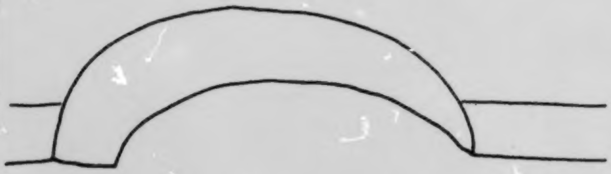

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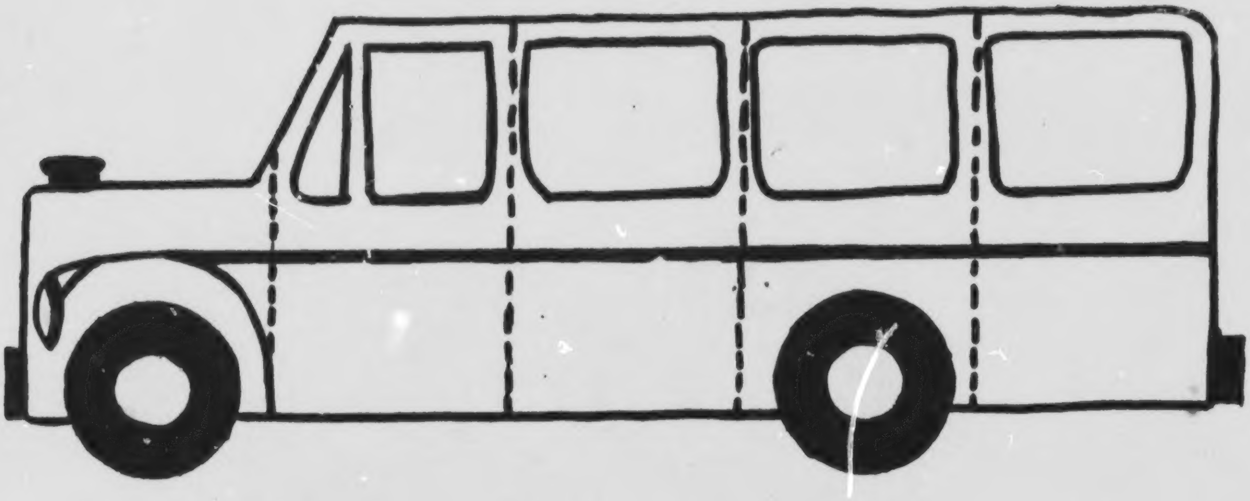
MASTER FOR REPRODUCTION F

WHERE WILL YOU FIND IT?

DIRECTIONS

Distribute student handout. Students write the word "inside" in the proper blank space if object is found inside the bus and the word "outside" in the proper blank space if the object is found outside the bus.



SCHOOL BUS CUTOUT

Do you want an imaginative and effective way to teach a school bus safety lesson? Then ask your class to make this almost-life-size school bus out of colorful posterboard, add some chairs to form the bus interior, brief the children on the basic rules for safety and let them go on from there. They can show you how to board, where to sit, where to stow their books and where to stand. The possibilities for acting out safe bus riding practices are endless!

To make the bus, you'll need seven sheets of posterboard, paint or felt pens for decorating, glue, staples, construction paper for the bumpers and hubcaps, and tape that is at least one-inch wide. Begin by cutting one piece of the posterboard in half to form the bus hood.

Cut windows out of four boards. Cutting out a slanted windshield and projecting bumpers is optional. Then tape the pieces together vertically. If you allow enough flexibility when you tape, the bus can later be folded and stored like a Japanese screen.

Cut two circles, each one almost as wide as one section of the bus. Tape to the posterboard in the location shown. The wheels should extend below the bottom line of the bus body so they hide the standing bus supports. Paste on hubcaps of construction paper.

Bus supports are made from two identical isosceles triangles cut from the posterboard. Each triangle should be about two-thirds the height of the bus (measuring from the bottom of the wheels), with a base about one-half the length of the triangle side. Fold the triangle in half vertically (you may have to score the board so that it will fold properly). Attach one side of the folded half to the back of the bus behind the wheel. Bend the other half perpendicularly to the bus body.

Add the fenders, lights, school name and any other decorations with brightly colored paint. Line up desk chairs in pairs to form the bus interior. The pupil designated as the driver should sit alone. Then, the children should learn and practice the basic rules for riding the school bus safely.

School Safety - September 1965

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INTRODUCTION: The following activities are designed to reinforce the procedures for entering the school bus.

PROCEDURES FOR ENTERING THE SCHOOL BUS:

1. Wait for school bus doors to be opened.
2. Keep one hand free to use the handrail.
3. Allow the smaller children to be in front of the line.
4. Leave space between each child in case of:
    abrupt halt by another child
    child picking up fallen object
    child in front missing a step
5. Take seat promptly.

1. POEM -

RIDING ON THE BUS

LINED UP FOR THE BUS, I SHOULD NOT PUSH OR SHOVE,
PERHAPS A CHILD COULD FALL FROM THE STEPS ABOVE.
I CLIMB THE STEPS ONE STEP AT A TIME,
ALWAYS REMEMBERING TO KEEP IN A STRAIGHT LINE.
I GO DIRECTLY TO MY SEAT,
EVEN THOUGH MY FRIENDS I'D LIKE TO MEET.
I LOOK OUT THE WINDOW AT THE SKY SO BLUE,
REACHING OUT WITH MY HAND IS NOT THE THING TO DO.
LUNCHES AND BOOKS ARE PLACED SO THEY WON'T FALL,
GARBAGE IN THE AISLES IS A MENACE TO US ALL.
AT ALL TIMES I MUST STAY IN MY SEAT,
SO WHEN THE BUS DOES MOVE, I'LL NOT FALL OFF MY FEET.

2. BULLETIN BOARD - "ALL ABOARD FOR COURTESY" - Draw an outline of a large school bus on the bulletin board. The doors of the bus are open and the stairs are exposed. The children must think of a courtesy that can be used while waiting, riding, or exiting the school bus. Select the most realistic statements and list the courtesies on the steps of the school bus. Children who have not had statements can be included in this activity by having them draw faces of themselves and placing them on the bus windows. Variations can include the sidewalk and any other surrounding objects in the area that the school bus travels.

3. CREATIVE STORIES AND POEMS - Students can make up individual poems and stories concerning all of their experiences while riding the bus to school.

4. VISUAL MEMORY - Several pictures showing entering, riding, and exiting procedures for the school bus are placed along a chalk ledge. One child is selected to leave the room while another child takes down one of the pictures. The first child returns to the room and decides which picture is not there. He elaborates on what was on the picture that was taken down.

   Variation: Pictures can be placed in random order. Children are called to the chalkboard to place the pictures in their proper sequence.

5. HANDRAILS - Ask if handrails appear in places other than on the school bus. Elicit: Why are they necessary and who is most likely to use them. Relate the importance of handrails on the school bus and why it is necessary for children to use them when entering or exiting the school bus.

6. MASTERS FOR REPRODUCTION

   G - The Right Way to Behave

   H - Writing Stories

THE RIGHT WAY TO BEHAVE

AT MY SCHOOL BUS STOP

RIDING ON MY SCHOOL BUS

EXITING MY SCHOOL BUS

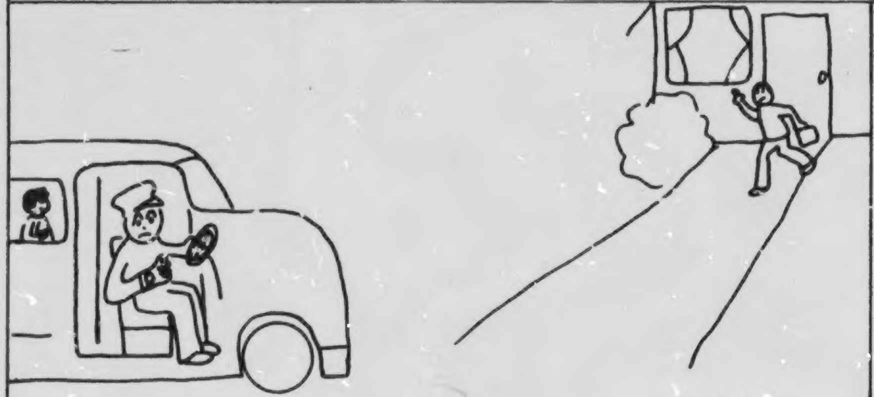
MASTER FOR REPRODUCTION G

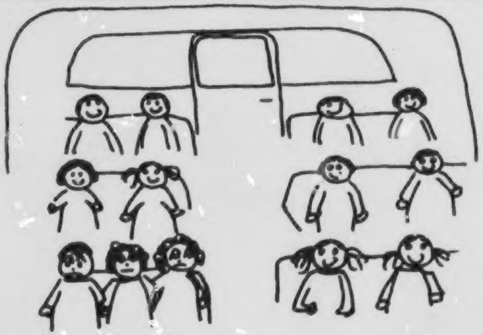
THE RIGHT WAY TO BEHAVE

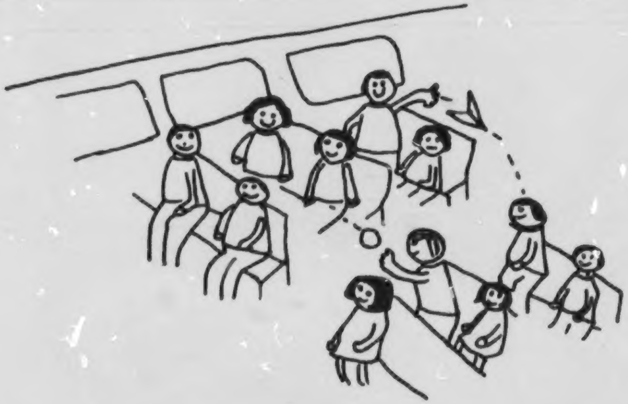
DIRECTIONS

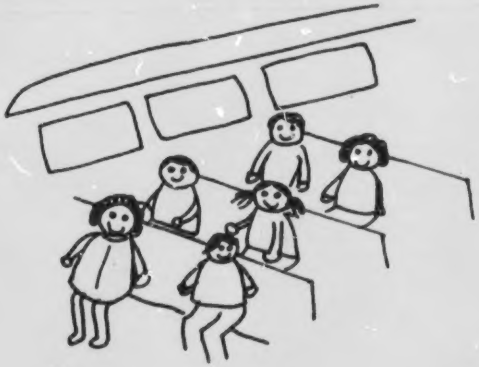
In each box, illustrate the sentence described.

On this page there are 4 illustrations for a story, but the story has been left out. Study the pictures and then tell the story you think should go with them, picture by picture.









MASTER FOR REPRODUCTION H

WRITING STORIES

DIRECTIONS

Distribute student handout. The student designs a short story for each illustration.

INTRODUCTION: The following activities are designed to reinforce the procedures for riding on the bus and are constructed to be integrated in other disciplinary areas.

PROCEDURES FOR RIDING ON THE BUS:

1. Stay quietly in your seat.
2. Save snacks and homework for later.
3. Put books or bundles where they can't slide or fall.
4. Keep your arms and legs out of the aisles.
5. Try not to carry big or heavy things on a bus.
6. Your head, hand, and bundles are safest inside the bus.
7. Avoid: obstructing the path, rolling objects, spilling lunches and slippage, and throwing objects.
8. Remain seated while the bus is in motion.
9. Don't talk to the driver except in emergencies.
10. Don't talk at all when the bus is near a railroad crossing.

1. STORYTELLING - Have the children sit in a circle on the floor. Tell them they are going to make up a story about a school bus. The first child to start may tell how a bus starts up in the morning, who starts it, what the condition of the interior is (clean, etc.), etc. Have each child contribute a segment to make up the story of getting the school bus started, picking up children at the bus stops, and their arrival at school. Try to have it so that the last child will have to complete the last segment of the story.

2. DRAMATIZATION - Arrange chairs to resemble a school bus seating pattern. Select one child to be the bus driver and have the other pretend to be the passengers. Creative dramatics can take place showing children at the bus stop, riding on the bus, and exiting from the bus. Tape recording of dramatization adds interesting effect.

3. VOWELS GO ROUND - On a large school bus placed on a bulletin board, have children select pictures that begin with the same sounds as objects on the bus. For example: WHEEL - pictures of WHALES, WINGS, WRISTS, WAGONS, WINDOWS, etc.

4. TEAM COMPETITION - Questions pertaining to the units of study in any recently taught areas are developed. The class is divided into two teams. If Team A guesses the question correctly, he can draw a picture of himself on a seat in the school bus outline on the bulletin board. The team with the most seats filled on the school bus is declared the winner.

5. SCHOOL BUS ADDITION AND SUBTRACTION FACT REVIEW - Draw an outline of a large school bus on a piece of tag board. Make a pocket for holding the number facts and place on the bus. To make the game valid, the number fact cards should be paired so that each team has the opportunity to move the same amount of spaces, i. e.,

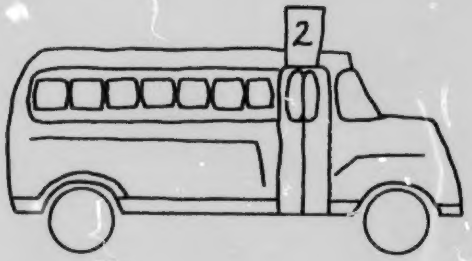
   2 + 2 = 4   3 + 1 = 4
   3 + 3 = 6   4 + 2 = 6

   Divide the class into two teams. As each team gives a correct answer, the child moves that number of spaces along the number line. The team that reaches the end of the number line first is declared the winner. The numbers on the number line may represent miles traveled. Hence the team that completes the most distance is the winner. See the following diagram I.

6. Master for Reproduction

   I - School Bus Addition and Subtraction Fact Review

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

MASTER FOR REPRODUCTION I

SCHOOL BUS ADDITION AND SUBTRACTION FACT REVIEW

DIRECTIONS

Draw an outline of a large school bus on a piece of tag board. Make a pocket for holding the number facts and place on the bus. To make the game valid, the number fact cards should be paired so that each team has the opportunity to move the same amount of spaces, i.e.,

2 + 2 = 4   3 + 1 = 4

3 + 3 = 6   4 + 2 = 6

Divide the class into two teams. As each team gives a correct answer, the child moves that number of spaces along the number line. The team that reaches the end of the number line first is the winner. The numbers on the number line may represent miles traveled. Hence, the team that completes the most distance is the winner. See the following Diagram #1.

SCHOOL BUS

INTRODUCTION: The following activities are designed to reinforce the procedures for exiting the bus.
Note: Be sure that you use your county's specific procedure.

PROCEDURES FOR EXITING

Since procedures for exiting vary from county to county, please check the proper procedure for your school and county and explain it to your students.

INFORMATION ON LOADING AND UNLOADING SCHOOL BUSES FOR THE STATE OF MARYLAND

Baltimore City - The school bus pulls over to the curb at established transit bus stops, and the children exit and cross the street as pedestrians. No flashing warning lights are used, and cars can pass the school bus when it is stopped.

Baltimore County - If it is necessary for a child to cross the street before entering or after exiting the school bus, the child must make the crossing as a pedestrian. When the school bus stops to pick up children, it will flash its warning lights and cars coming from both directions must stop.

Counties other than Baltimore County - The school bus flashes warning lights as children enter and exit the school bus. When the children cross in front of the school bus, they should cross approximately five steps in front of the bus. If it is necessary for the child to cross the street, the driver will wait for the child.

* Emphasize to children that if they happen to drop any of their personal belongings near or under the bus, they should notify the driver and/or wait until the bus has gone before they attempt to retrieve that lost object.

1. POEM

EXITING THE SCHOOL BUS

WHEN MY SCHOOL BUS GETS TO WHERE I WANT TO GO,
MY BUS DRIVER WILL LET ME KNOW.
HE WILL PULL THE BUS OVER TO THE SIDE,
AT A FULL STOP THIS HAS COMPLETED MY RIDE.
I STAND AND WAIT IN LINE TO EXIT THE BUS,
HOLDING ONTO THE HANDRAIL IS A CERTAIN MUST.
THIS ENDS MY RIDE FOR ANOTHER SCHOOL DAY.
AND THERE GOES MY SCHOOL BUS ALONG ITS MERRY WAY.

2. MASTERS FOR REPRODUCTION

J - Traffic Safety Helpers

K - At the Stop

L - Entering

M - Riding

N - Exiting

3. RESOURCE PERSONNEL - The following are usually available to come to the class and give a presentation. Have children prepare questions they would like to ask and list them on an experience chart.

School Bus Driver
County Transportation Supervisor
Pedestrian Safety Staff - Maryland State Department of Education

4. TAPE RECORDER ACTIVITY - Three children are selected to read a different passage from their readers. All copy should be approximately the same length. Have each child read into the tape recorder one at a time. Then have all three read simultaneously. Develop the concept that when the three read in combination, the noise level increases. Relate this to traffic noise. The fewer vehicles, the less noise. The more vehicles, the greater the noise. Where and when would traffic vehicles be at the optimum of noise level? (In the city or highway during rush hours.)

Traffic Safety Helpers

Draw a picture in each box.

Policeman	School Bus Driver
Safety Patrol Boy	School Crossing Guard

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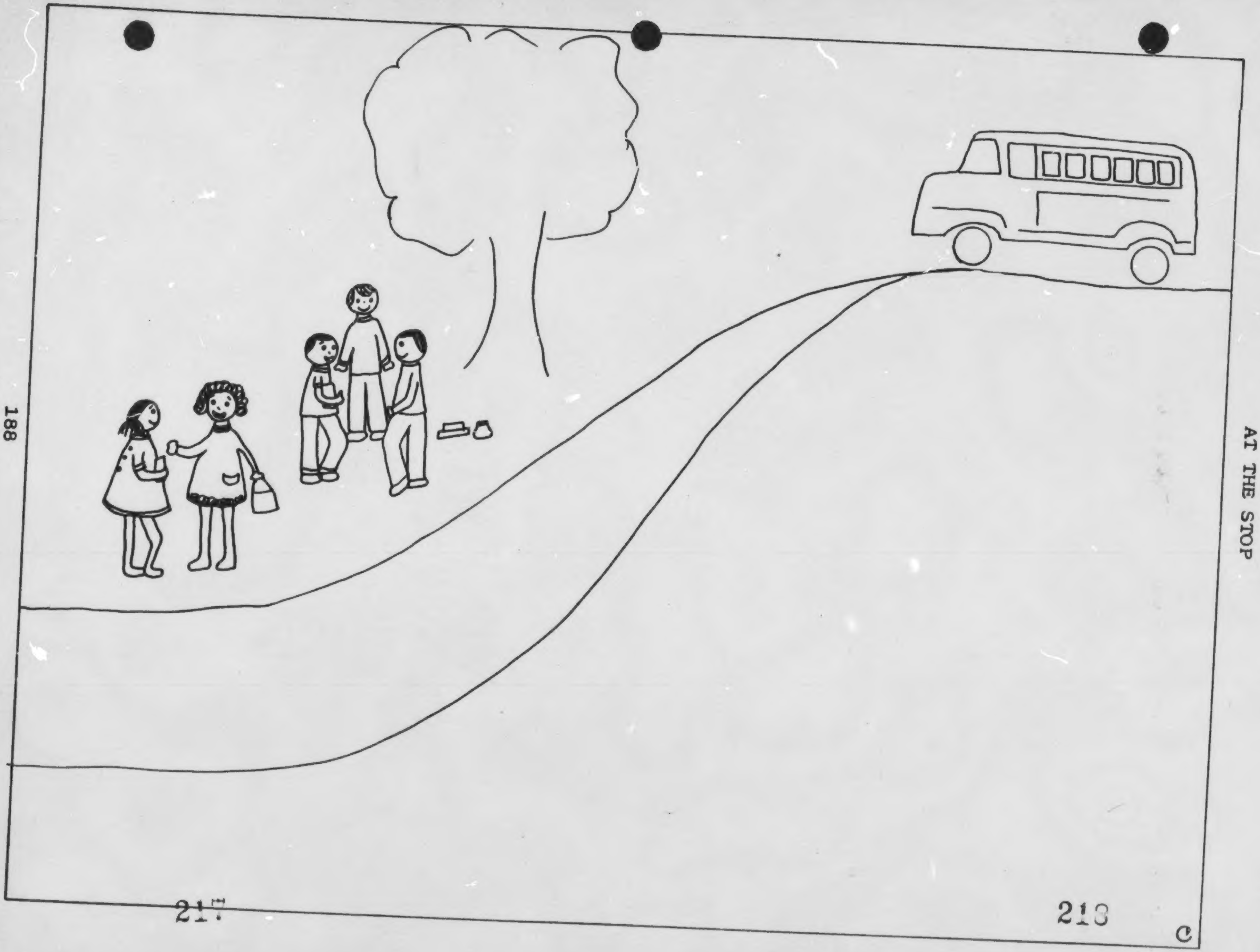
MASTER FOR REPRODUCTION J

TRAFFIC SAFETY HELPERS

DIRECTIONS

Distribute student handout. Students draw a picture in each box. Discussion of roles traffic safety helpers play can follow.



AT THE STOP

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218

©

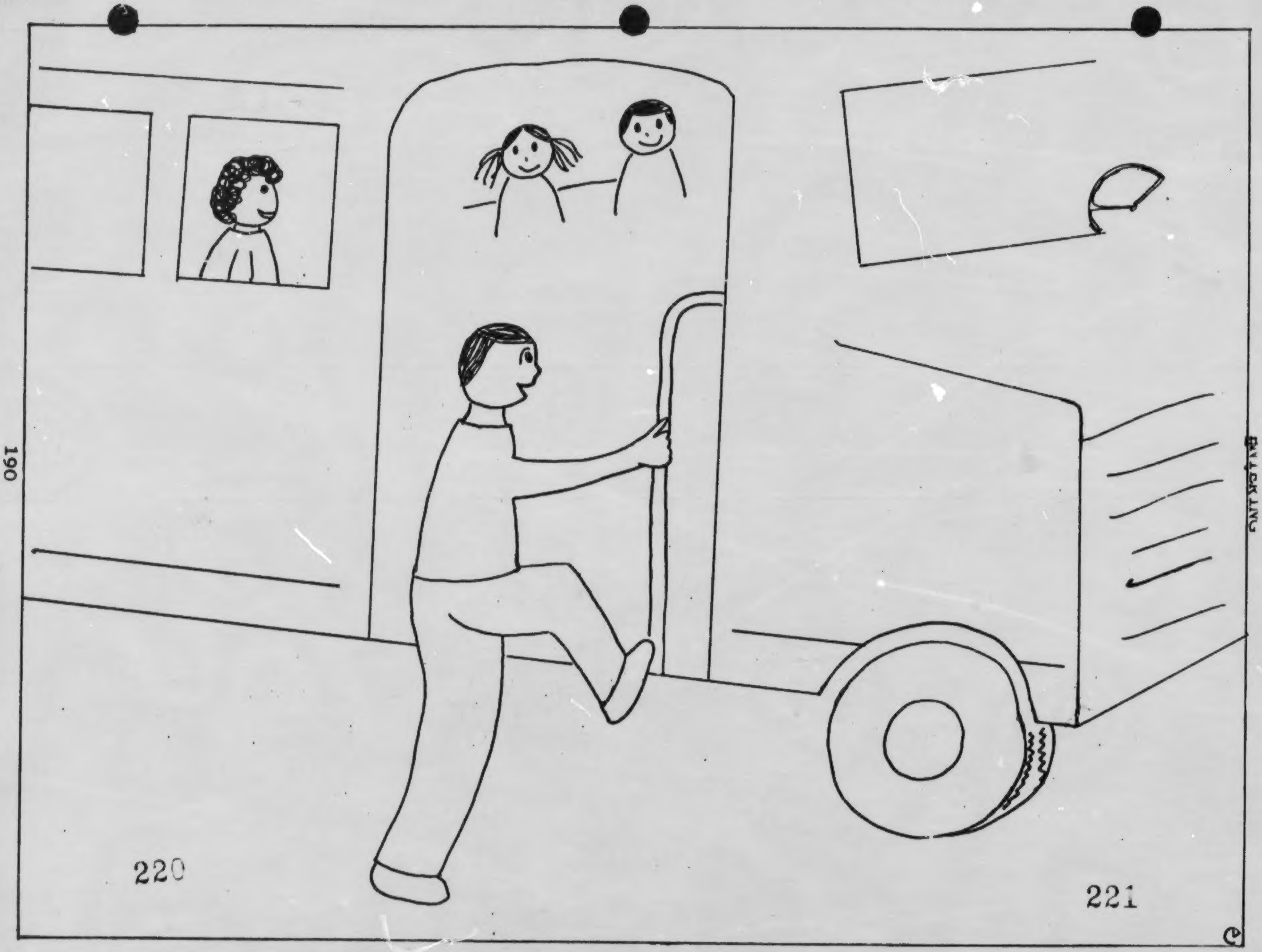
K

MASTER FOR REPRODUCTION K

AT THE STOP

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.



BACKING

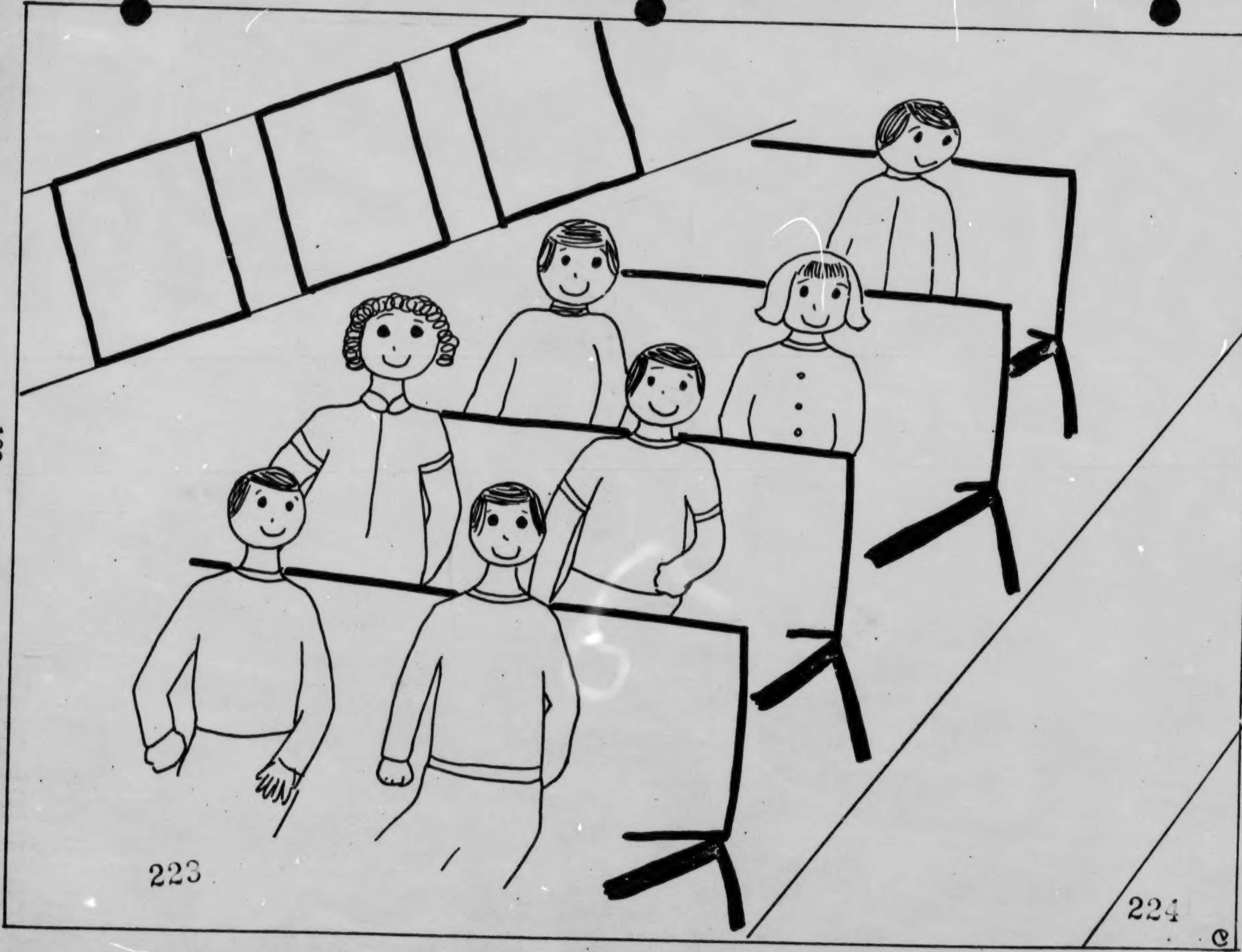
L

MASTER FOR REPRODUCTION L

ENTERING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.



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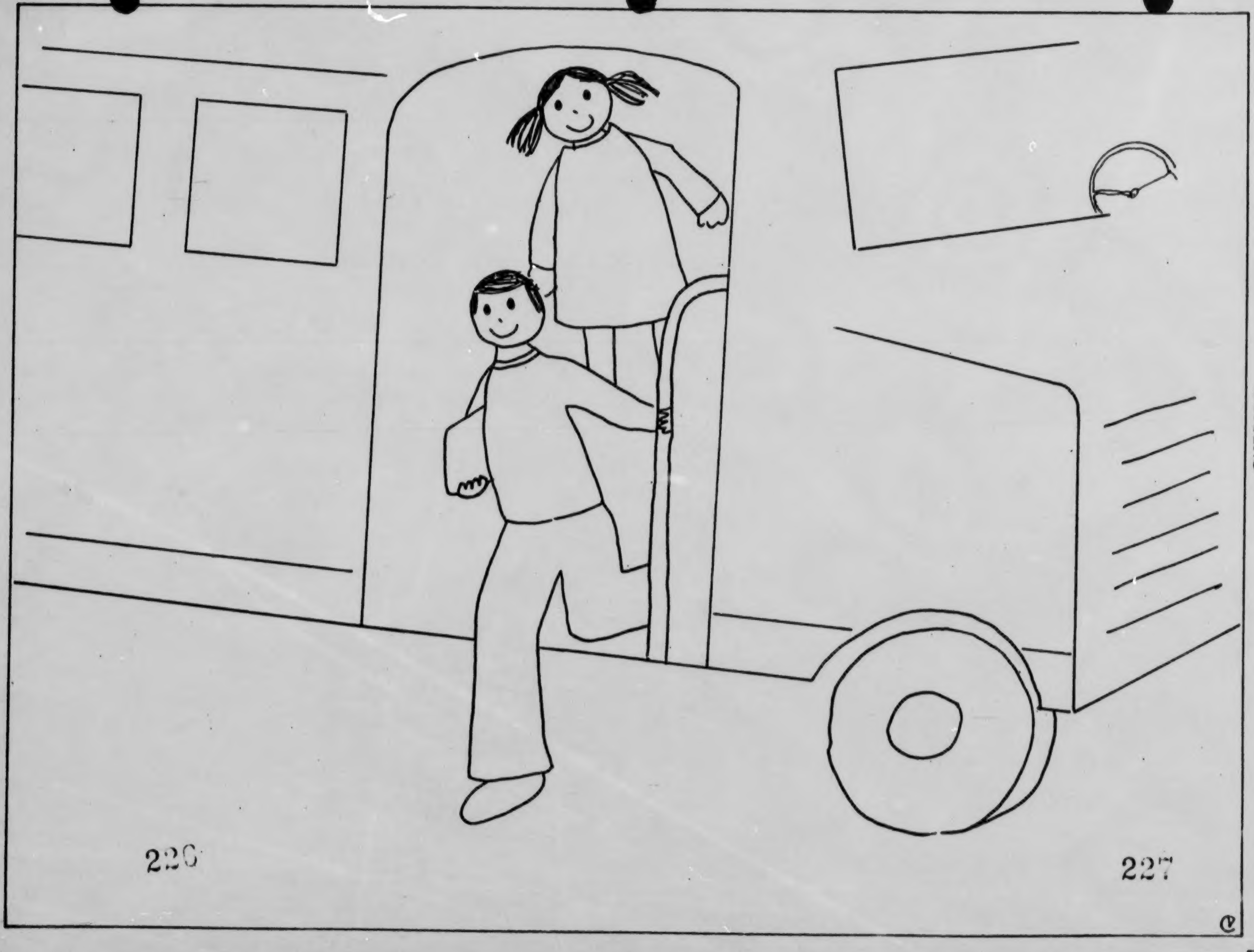
224

MASTER FOR REPRODUCTION M

RIDING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.



EXITING

MASTER FOR REPRODUCTION N

EXITING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.

BICYCLE SAFETY ACTIVITIES

UNIT OBJECTIVES:

Through a sequence of learning activities using the bicycle as the focal point, the student will acquire a basic understanding of the highway system and its laws.

BICYCLE BASIC CONCEPT REVIEW

1. A bicycle is a vehicle.

2. A good driver must consider: the size of bike, the type of bike, where he rides, and his skill.

3. Since the bicycle is a vehicle, the driver must know and understand the laws and rules of the road and know local regulations.

4. For a bicyclist to be safe, he should know the right size of bicycle for him, the right seat position, handlebar position, and body position.

5. There is equipment on a bicycle that is required for safety, and there is optional equipment for decorative purposes.

6. Keeping your bicycle in good working condition with all parts functioning properly is a must for a good bicycle driver.

7. A bicyclist should be able to recognize signs and signals by their shape and color.

8. A bicyclist must be familiar with the new signs.

9. A bicyclist must be able to recognize signs and signals for railroad crossings.

10. A bicyclist must be able to identify the meaning of street markings.

11. The bicyclist must know the rules of the road if the bicycle is to be used as a vehicle in the street.

SKILLS YOU MUST HAVE TO BE A GOOD BIKE DRIVER

1. Getting on and starting up.
2. Balancing.
3. Keeping a good position.
4. Pedaling and ankling.
5. Changing balance to turn, avoiding hazards.
6. Braking to control speed.
7. Stopping when you expect to cope with an emergency.
8. Getting off your bike.

Two important things to remember:

1. Proper fit.
2. Safety check.

SAFE BICYCLE PRACTICES

1. Safety check the vehicle.
2. Choose a safe route.
3. Drive the route mentally before starting.
4. Leave in time to reach the destination safely.
5. Know how well you can drive.
6. Get ready to drive before you start.
7. Keep safe following distances.
8. Keep to the right.
9. Look ahead--stay ready for action.

BICYCLE SAFETY CHECK

1. Be sure your bike is in a safe condition for driving.
2. Be sure to have in working order a light in front, a reflector in back, and a horn or bell on your bike.
3. Keep to the right. Drive with the traffic, never against it.
4. Obey all signs, signals, and pavement markings.
5. Always use hand signals for right turn, left turn, and stop.
6. Make each turn with caution.
7. Always give the right-of-way to pedestrians.
8. Cross intersections safely.
9. Drive your bike as a traffic vehicle when you drive in a traffic area.
10. Take special precautions when you drive at night.

Child's Signature

Parent's Signature

PARENTAL GUIDE FOR PURCHASING A BICYCLE

1. Is my child old enough to understand his responsibility in traffic?
2. Will he keep a bike in good shape?
3. Will he practice a safe bicycle driver's code?
4. Will I see that my child gets proper instruction in bicycle safety before he is permitted to drive in traffic?
5. Do we live in a safe area, not heavily congested with traffic?
6. Are there safe places to ride a bike near home?
7. Does the bicycle fit the child? (Leg, thigh, and heel of the foot on the low pedal should form a straight line.)
8. Is the saddle parallel to the ground?
9. Are the handlebar grips at right angles to the handlebar stem?

NOTE: Some bicycles can be adjusted somewhat to the child.

Additional resource material can be obtained from: American Automobile Association, 1712 G Street, N. W., Washington, D. C.20006

OBJECTIVE: The student will be able to distinguish between a vehicle for street use and a riding toy for off-street use only.

CONCEPT TO BE DEVELOPED: The place where a bicycle is used determines its classification, i.e. a vehicle.

When used in the street, a bicycle is a vehicle and is subject to vehicular laws.

Only one person should ride a bicycle unless it is designed for more. Bicycles are required to have certain safety equipment.

Unicycles, bicycles with training wheels or solid tires, pedal cars, "big wheels" and other riding toys are for use on sidewalks, playground yards, etc. and are not to be used in the streets. This level of child is discouraged to ride a bicycle in the street.

TEACHER INFORMATION

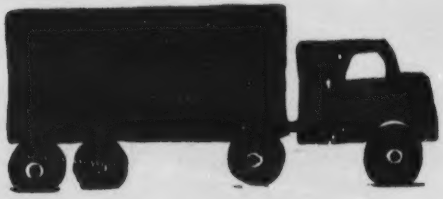
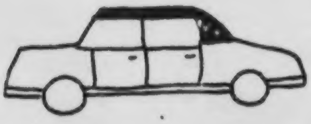
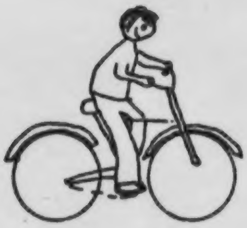
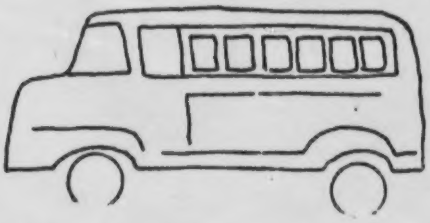
Sidewalk (People Path) - A sidewalk is a path for people, animals and non-vehicles at the side of a street. (A bicycle used on a sidewalk is not classified as a vehicle.) A sidewalk can be made of concrete, grass, gravel, or asphalt.

Street (Car Path) - A street is an area designated for use by vehicles of various kinds and is not a play area unless blocked off and especially marked as such.

1. MASTERS FOR REPRODUCTION

A-Draw a Line From the Vehicle to the Correct Word
B-How Many Wheels?
C-How Many Can Ride?
D-Dress Your Bicycle for Safety
E-The Well-Equipped Bicycle
F-Bicycle Crossword Puzzle

DRAW A LINE FROM THE VEHICLE TO THE CORRECT WORD.

	**school bus**
	**truck**
	**car**
	**bicycle**

MASTER FOR REPRODUCTION A

DRAW A LINE FROM THE VEHICLE TO THE CORRECT WORD

DIRECTIONS

Distribute student handout. Pupils draw a line from the picture to the correct word.

HOW MANY WHEELS?

DRAW A UNICYCLE How many wheels? ☐

DRAW A BICYCLE How many wheels? ☐

DRAW A TRICYCLE How many wheels? ☐

MASTER FOR REPRODUCTION B

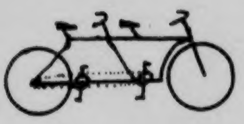
HOW MANY WHEELS?

DIRECTIONS

Distribute student handout. Have a discussion about the unicycle, bicycle, tricycle and how they are different. Emphasize number of wheels on each vehicle. Then have the pupils complete the ditto after the discussion.

HOW MANY CAN RIDE?

IN THE BOX AFTER EACH DRAWING, WRITE THE NUMBER OF BICYCLE DRIVERS THAT CAN RIDE ON THE BICYCLE WITHOUT BREAKING THE LAW.



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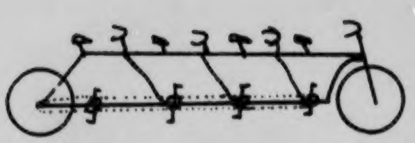

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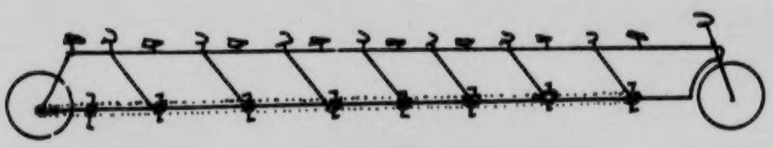

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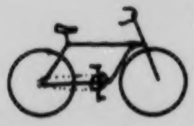

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MASTER FOR REPRODUCTION C

HOW MANY CAN RIDE?

DIRECTIONS

The teacher reads and explains to the class Maryland Motor Vehicle Law # (11-1203B).

"NO BICYCLE SHALL BE USED TO CARRY MORE PERSONS AT ONE TIME THAN THE NUMBER FOR WHICH IT IS DESIGNED OR EQUIPPED."

Distribute dittos and have children complete page.

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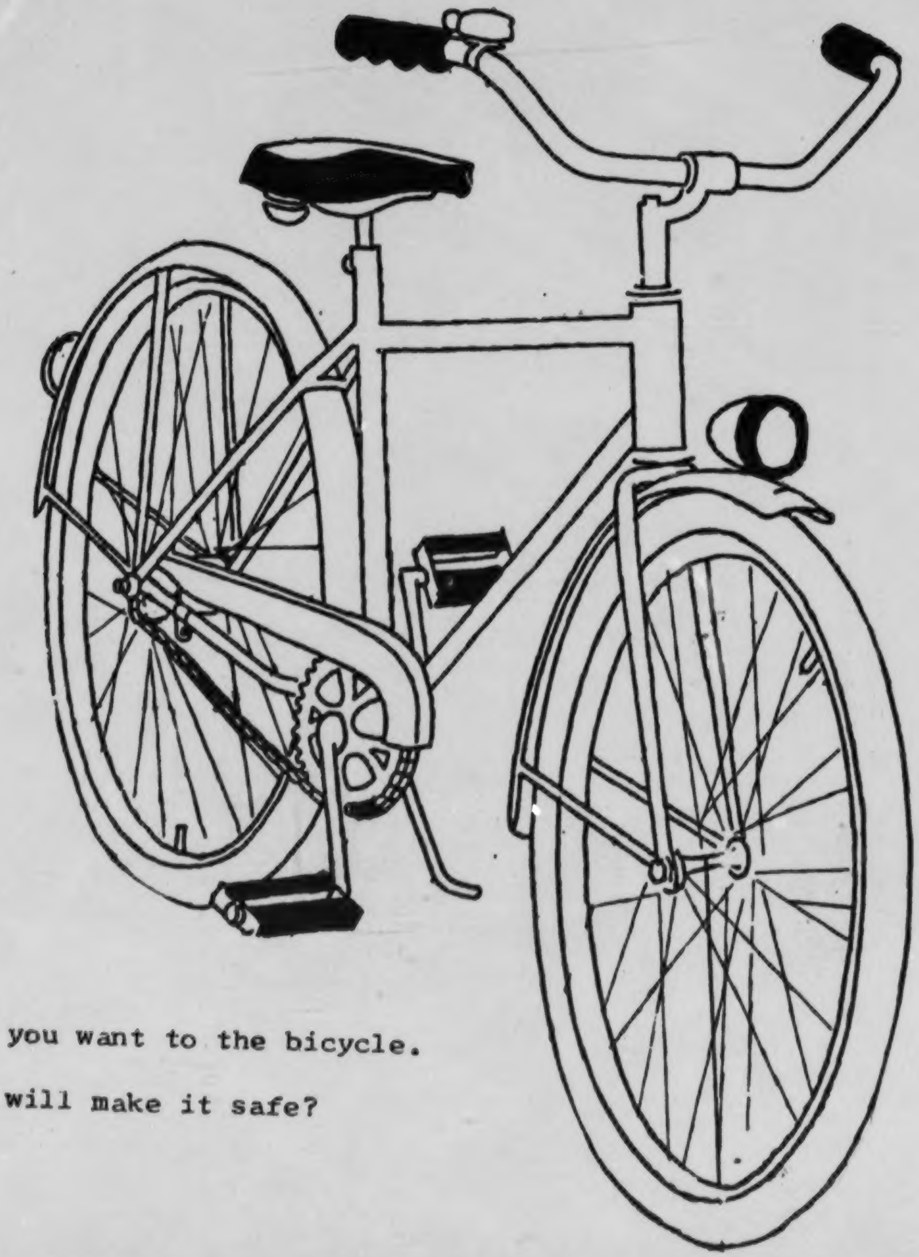
DRESS YOUR BICYCLE FOR SAFETY



Add any equipment you want to the bicycle.

How many of these will make it safe?

MASTER FOR REPRODUCTION D

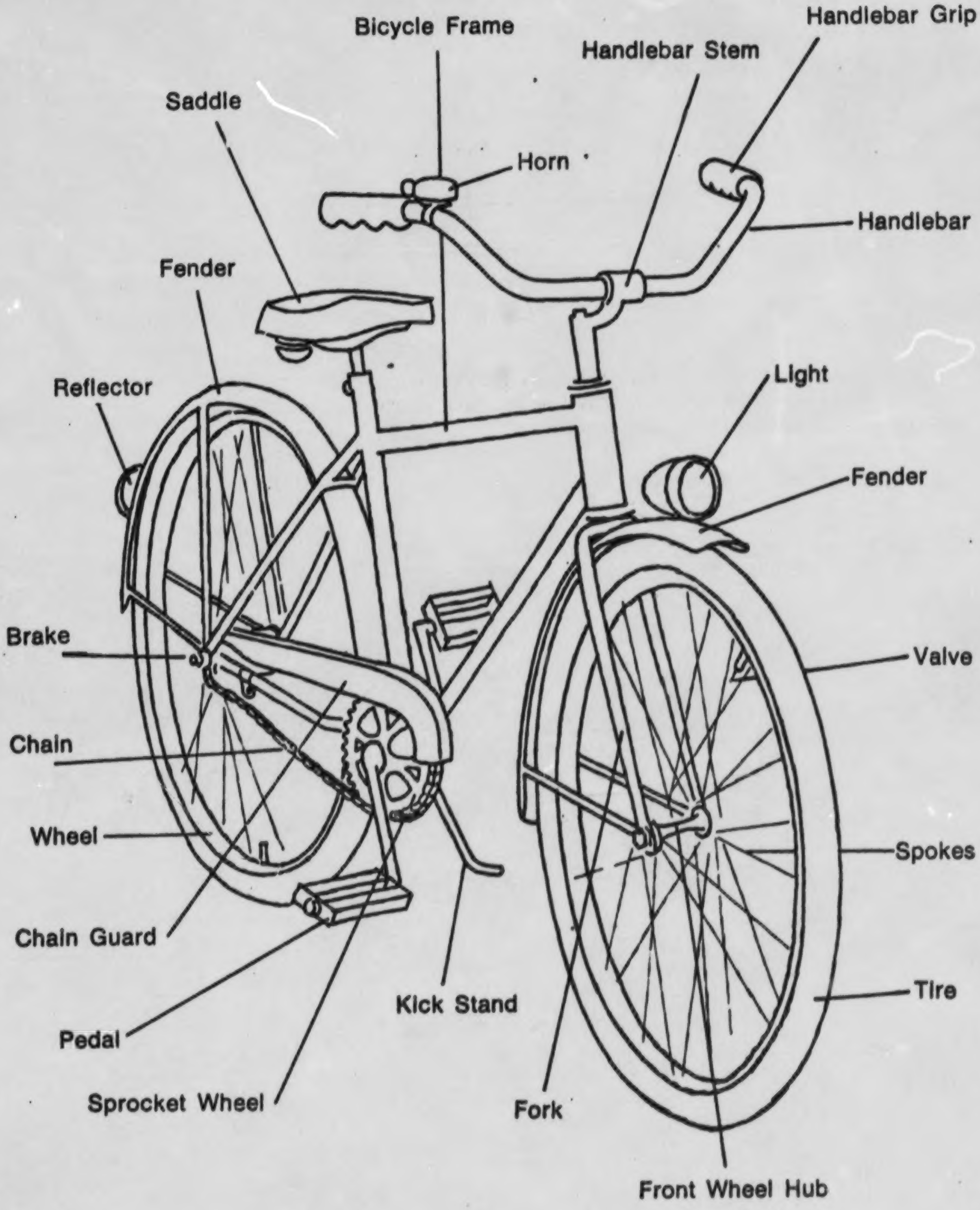
DRESS YOUR BICYCLE FOR SAFETY

DIRECTIONS

Distribute ditto to children. Have them add items to the bicycle. Then have them make and count the safety items.

THE WELL-EQUIPPED BICYCLE

SUGGESTED EQUIPMENT


Bicycle Frame
Handlebar Grip
Handlebar Stem
Saddle
Horn
Handlebar
Fender
Reflector
Light
Fender
Brake
Valve
Chain
Wheel
Spokes
Chain Guard
Tire
Kick Stand
Pedal
Sprocket Wheel
Fork
Front Wheel Hub

MASTER FOR REPRODUCTION E

THE WELL - EQUIPPED BICYCLE

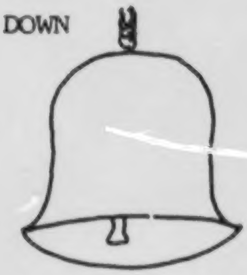
DIRECTIONS

Distribute ditto. Have the children name the equipment items and their purposes. Variation: They could draw a picture of the bicycle and its equipment.

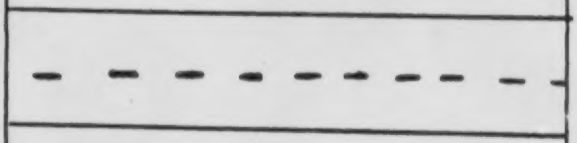
BICYCLE CROSSWORD PUZZLE

How well can you spell? See if you can spell the words pictured below, then fill the letters in the right spaces and you will complete the BICYCLE CROSSWORD PUZZLE.

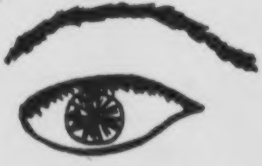
1. ↓ DOWN



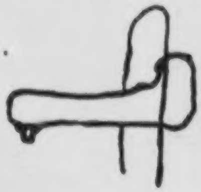
2. → ACROSS



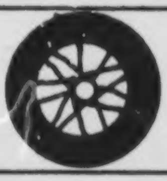
3. ↓ DOWN

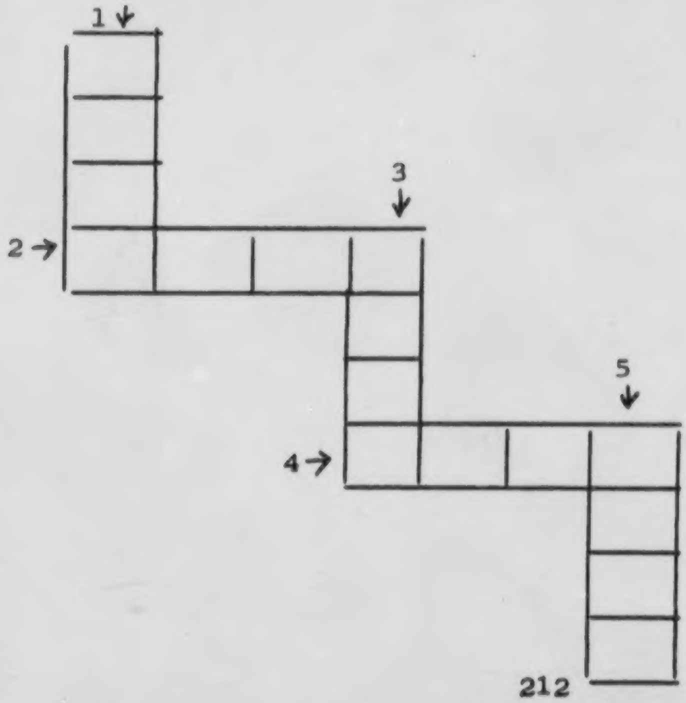


4. → ACROSS



5. ↓ DOWN

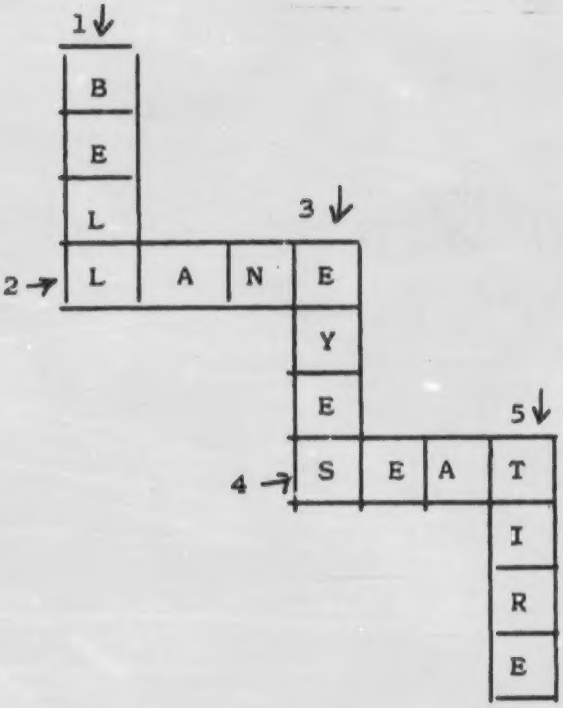




MASTER FOR REPRODUCTION F

BICYCLE CROSSWORD PUZZLE

(Answer)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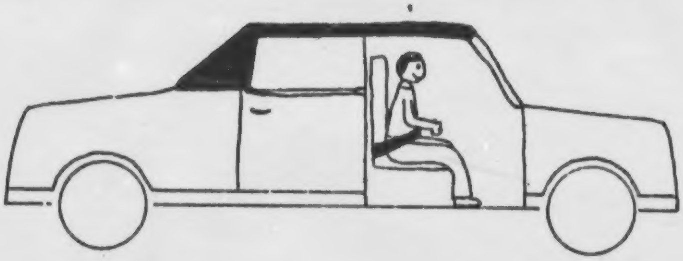
AUTO PASSENGER SAFETY ACTIVITIES



UNIT OBJECTIVES:

1. Through the involvement in a series of activities, the students will be motivated to use safety belts at all times.
2. The students will be able to identify and avoid specific hazardous activities while riding as a passenger.

OBJECTIVES:

1. The students will be able to describe three desirable behaviors of auto passengers.
2. Through a series of activities and experiments; the students will be able to identify four valid reasons for wearing seat belts.

CONCEPTS TO BE DEVELOPED:

1. Safety belts prevent passengers in the car from being thrown forward when the car is stopped suddenly or bumped from behind.
2. Safety belts prevent passengers from being thrown out of the car during an accident.
3. Safety belts prevent the driver from being tossed about and losing control of the steering wheel.
4. Wearing safety belts helps keep children in a proper position, away from the driver and confines the children, thus enabling the driver to concentrate on the driving task.

1. ACTIVITY ON PROCEDURES FOR ENTERING A CAR

Give the children a 12" x 18" piece of manila construction paper. Direct them to fold it into thirds. Have them color each of the steps into the four boxes. Identifying word (s) may be written at the bottom of the pictures. Variation: Cut the pictures out on the folds and have the children mix them up and place them in sequence.

CURB SIDE
CLOSED DOOR
LOCKED DOOR
FASTEN SEAT BELTS

2. DEMONSTRATING PROCEDURES FOR ENTERING A CAR

Ask the children in the class to be prepared to tell or to demonstrate the steps involved in preparing for a ride in the car. The children in a role-playing activity can demonstrate the steps involved.

Procedures for Entering a Car

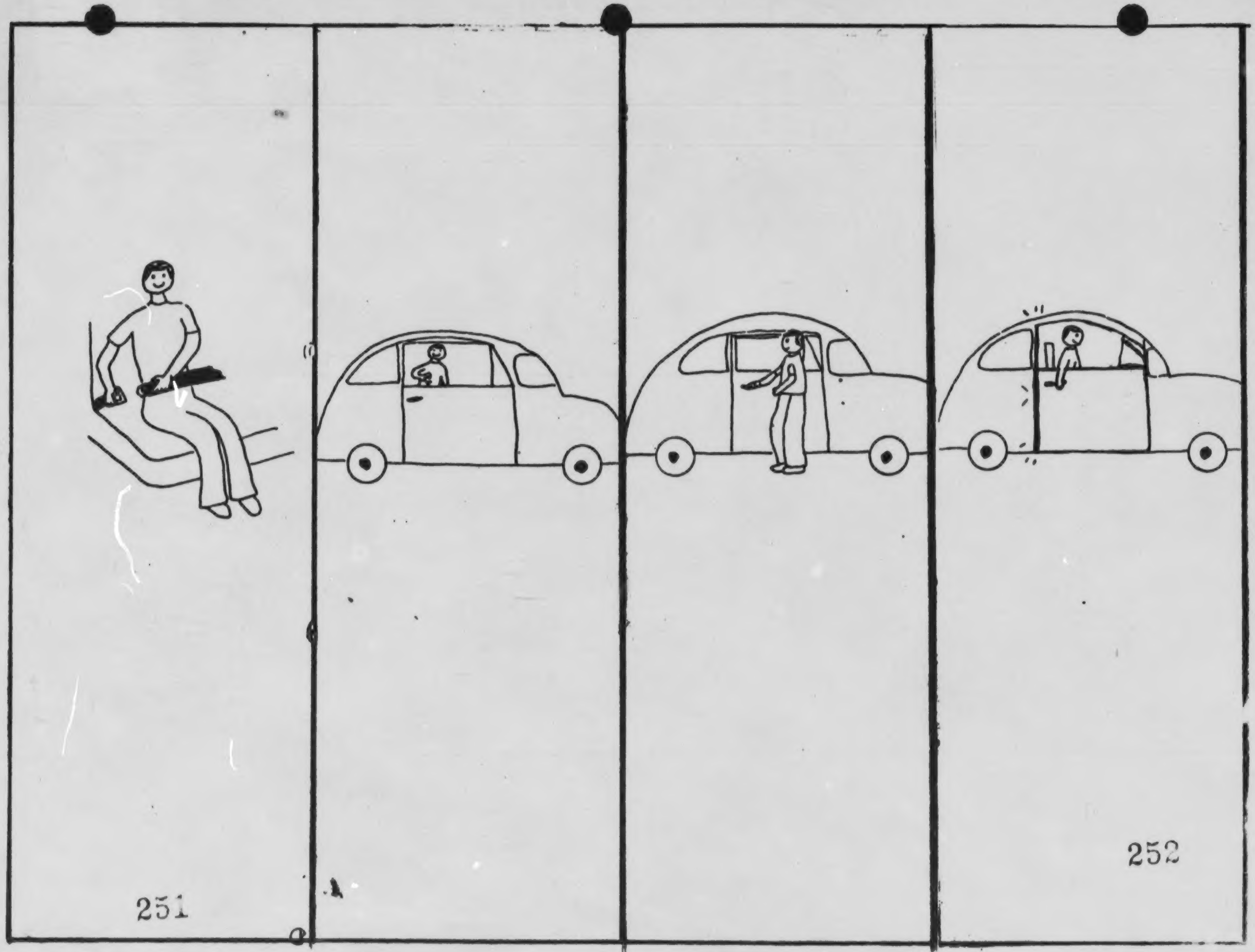
What are four things you should do before the car starts to be sure you won't be thrown, or fall out of a car? (For further information, refer to Kindergarten level.)

a) Open the car door on the curb side.
b) Be sure the door is closed securely.
c) Lock the door.
d) Fasten and adjust your safety belts.

3. Masters for Reproduction

A - Procedures for Entering a Car - Out of Sequence

B - Fastening and Unfastening Seat Belts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252

MASTER FOR REPRODUCTION A

PROCEDURES FOR ENTERING A CAR

DIRECTIONS

Pictures are out of sequence. Have the children cut and paste the pictures in the proper sequence.

SEAT BELT PURPOSES

1. INERTIA EXPERIMENT - SCIENCE ACTIVITY

Place a doll or puppet in a toy wagon in a seated position. Set the wagon into motion with a sudden pull. Observe that the doll or puppet falls backward. Place it upright again. Set the wagon into motion slowly. Stop the wagon quickly by having it strike an obstacle. This can also be done with blocks stacked in a wagon.

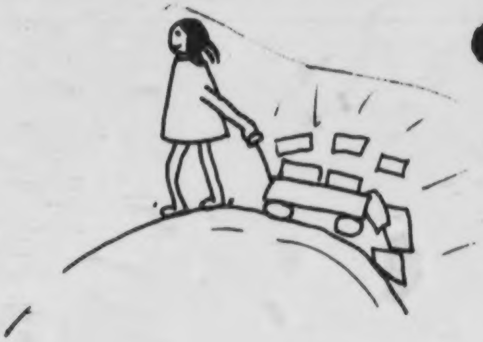
The teacher pulls a wagon with a child in it. Make a sudden start and observe the reaction of the child. (He will grab the sides of the wagon to steady himself.) Compare this reaction with the reaction of a passenger in a car when the car moves forward quickly. (A car has a back support to keep passengers from falling backward, but the initial forced movement backward is the same.) On an experience chart, record the conclusions based on this activity. A booklet from this chart can be made as a review by the children.

The teacher selects another child to sit in the wagon. This time make a slow gradual start, then make an abrupt start. Observe the reaction of the child. (He is thrown forward and will again grab the sides of the wagon to support himself.) Compare the action of the child in the wagon to that of a passenger in a car. Elicit from the children that a sudden stop causes passengers to be thrown forward either toward the dashboard or into the back of the front seat, unless of course they are wearing seat belts. Record the activity on an experience chart as suggested in the above activity.

2. CENTRIFUGAL FORCE - SCIENCE ACTIVITY

Repeat the above activity, this time making sharp right or left hand turns. Observe the reaction. (Child will lean in the opposite direction of the turn and hold on to wagon to maintain balance.) Discuss the reaction again, comparing the classroom activity to the reaction of car passengers. Record the activity and conclusions drawn on an experience chart as suggested earlier.

Have children try turning a corner while walking and, again, while running. Have them do the same on a sharp curve chalked on the floor. Children will observe that it is difficult to stay on the line when they move fast.



3. TEACHER DIRECTED DISCUSSION

In the preceding activities, we have seen demonstrations of situations that show what happens when a passenger is not securely fastened in his vehicle. Is there anything we, as passengers in a car, can do to keep us from falling or being tossed about in a car if it turns, starts or stops suddenly?

Possible answers:
1. Sit down.
2. Wear a seat belt.

Question:

Can you think of any other devices in a car which are designed to keep us from being injured?

Possible answers: Padded dashboard or instrument panel, sunvisors and head restraints on back of front seats. Relate the padding and helmets which football players use to protect their bodies during the game as opposed to a man trying to play the game in street clothes.

4. EGG-PASSENGER ANALOGY

Make the analogy between fragile objects shipped in containers and protected by energy-absorbing materials and the passenger using restraints, padded sunvisor and instrument panels, collapsible steering wheels and head supports. The passenger is now "safety packaged".

Illustrate different types of packaging: egg cartons, helmets, packages mailed to people with fragile contents wrapped in layers of paper.

Demonstrate the ways these packages protect the contents of the package.

Egg Cartons:

Put a raw egg in a plastic bag and drop it. What happens to the egg shell? (It breaks.)

Use an egg carton with raw eggs and drop the egg carton. What happens to the eggs? (They don't break.)

Why did the eggs in the plastic bag break while the ones in the carton did not? (The package absorbs parts of the energy, thus protecting the eggs.)

5. Pipe Cleaner People

a) Make stick paper figures of men. Sit them in a shoe box on the floor and push the shoe box into a stationary object. Discuss what happens to the "men" when the box comes to an abrupt stop.

b) To continue use of pipe cleaner people, punch holes in the bottom of the box, use pipe cleaners to serve as seat belts. Do the experiment again and observe what happens to the passengers in this experiment. Discuss.

SEAT BELT ACTIVITIES

1. PROPER TYPES AND POSITIONING OF SEAT BELTS

Refer to the lower portion of MASTER FOR REPRODUCTION B. (Cover the upper portion.) Children need the knowledge that there are two basic types of seat belts, the variance being in the design of the buckle. Both belts are closed in the same manner. You simply insert the eye of the belt into the buckle until you hear it click. Be sure the connection is made secure and adjust the belt so that it fits snugly around the hips. To shorten the seat belt, pull the loose end of the belt webbing until it is snug across the hips. Late model cars have self-adjusting belts. To release the push button type, depress the push button located in the center of the buckle. To release the lift buckle types, raise the lever and pull the eye end away from the buckle. Discuss with children why proper positioning is important.

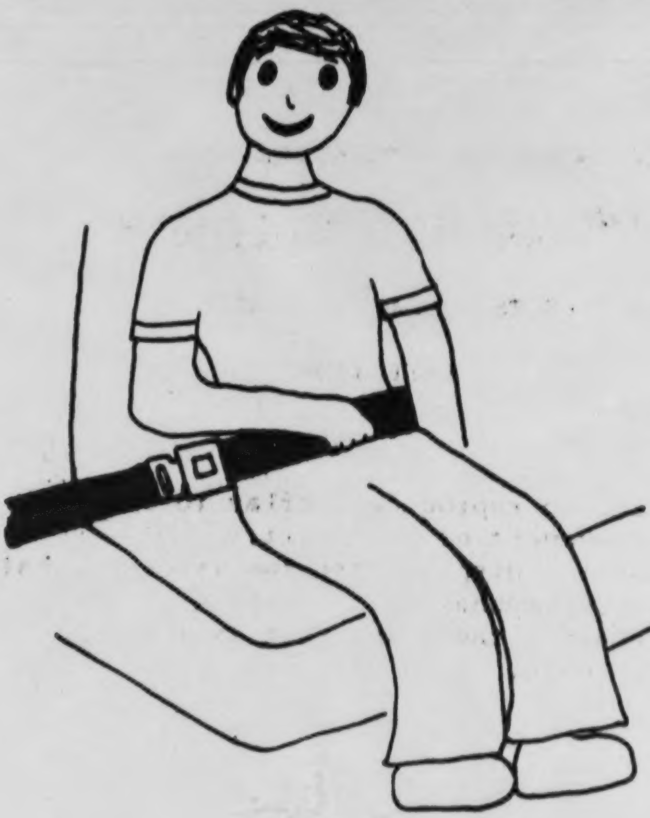
Illustrate the procedures for children getting into and out of a given seat belt.

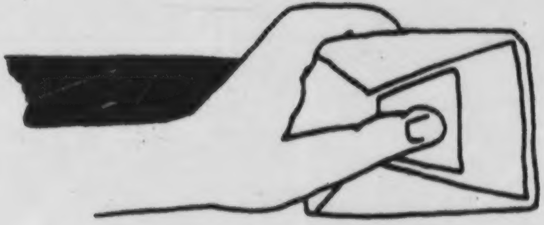
From: Teaching Children About Safety Belts - U.S. Dept. of Transportation

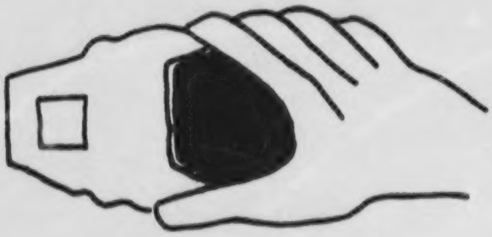
2. MASTER FOR REPRODUCTION

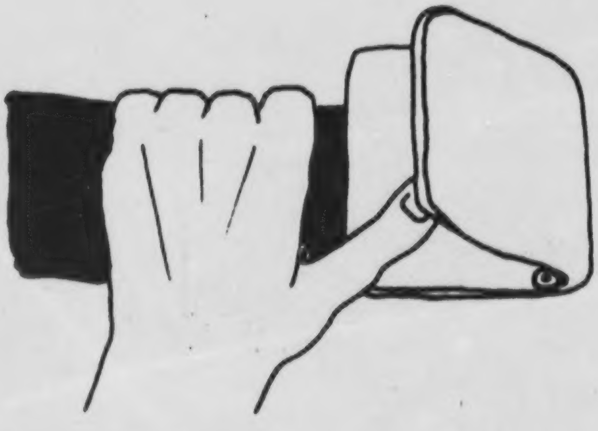
B-Fastening and Unfastening Seat Belts

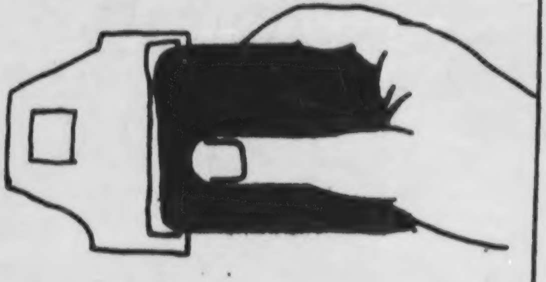
SEAT BELTS-PLACEMENT AND RELEASE











MASTER FOR REPRODUCTION B

FASTENING AND UNFASTENING SEAT BELTS

DIRECTIONS

Distribute student handout. Children study sheet and discuss ways of fastening and unfastening seat belts.

3. FASTENING AND UNFASTENING SEAT BELTS

To do their jobs safety belts must be properly adjusted and positioned.

If possible, obtain seat belts (or an upholstered seat complete with belts from places such as automobile dealers or safety associations.) Where this is not possible, have the children bring in a large belt from home in order to shc the proper positioning. There should be only one passenger per belt. Never double up! The belt is worn across the hips, not the waist or stomach. (Master for Reproduction A.) (Cover the bottom portion that is not being used.)

Have the children put their belts around the back of their chair, and then around their hips and fasten them securely. Be sure not to twist the belt. (Teacher should check to see that all belts are secure, but not so tight that they will be uncomfortable.)

Have the children try to move forward or sideways, being careful not to try to stand up. What happens? They are "fastened" in their seat belt.

Have the children describe orally how to fasten a seat belt properly.

How does this help you while riding in a car? (Keeps them from being thrown off balance or being thrown forward.)

*Teaching Children About Safety Belts - U. S. Department of Transportation, National Highway Traffic Safety Administration.

CORRECT PLACEMENT OF SEAT BELTS

1. Safety Belt Facsimile
Make a facsimile of a safety belt with ribbon or use a large size belt children bring from home to strap around the back of the student's chair to demonstrate the proper position of a lap belt. (It should fit snugly around the hips.) Teachers should check all children and/or assist them in proper positioning and fitting of the lap belt.

2. Community Resource
The teacher may check with local car agencies to see if they have a car seat with safety belts to give demonstration and practice in position and fit of the safety belt or with permission use teachers' cars on the parking lot for safety belt demonstration.

3. "SIZING UP SEAT BELTS"

Experiment: Use a piece of heavy cardboard approximately 30" x 65". Punch three sets of holes having each set 12" apart. Cut three pieces of string 45" long and place a string through each set of holes. Have the children stuff three small-sized paper bags. Use a string or metal ties to close the tops of the bags. Place the cardboard on a ledge.

Have the children first tie all of the little bags in place. Discuss how they fit. Repeat with medium sized and then the large sized bags. Then tie one of each size onto the cardboard. Have them compare the fit and lengths of string left. Tell the children to color faces and bodies onto the bags and color large rectangles behind each set of strings. Tie the bags in place and ask the children what it represents. Have the children discuss this and conclude that the larger person uses more of the belt than a smaller person and it must be tight to hold the person in his position.

4. Classroom Survey

Take a survey in the classroom to see how many children wear their seat belts when they ride in a car and then post the results on a chart or bulletin board. Variation: Have the children be prepared to tell or demonstrate the steps involved in preparing for

5. MASTERS FOR REPRODUCTION

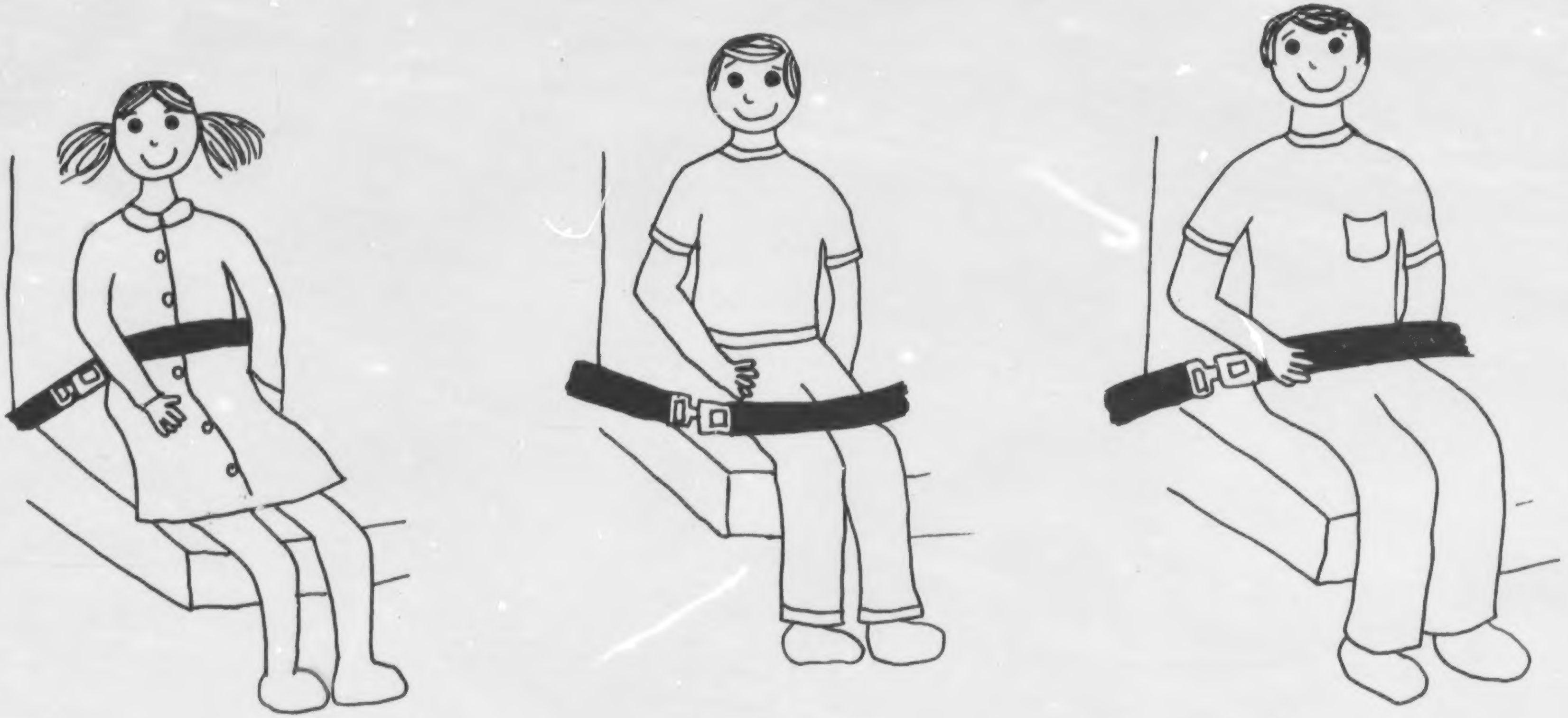
C-Correct Placement of Seat Belt
D-"When Mother Drives the Car"
"Wherever You Are"

6. Resource Person

Ask a local driver Education Instructor to bring in a Driver Education Car to demonstrate all safety designed in cars. (Padded Instrument panel, sunvisors, shoulder harness, etc.)

Shoulder Harness

(AUTO MANUFACTURERS RECOMMEND INDIVIDUALS SHOULD MEASURE 4'7" BEFORE USING THE SHOULDER HARNESS.) Therefore, for children in K-2, use of the shoulder harness restraint is NOT recommended for the size of the children. The shoulder strap strikes them at neck or face level, not across the chest as it does with adults.



CORRECT PLACEMENT OF SEAT BELTS

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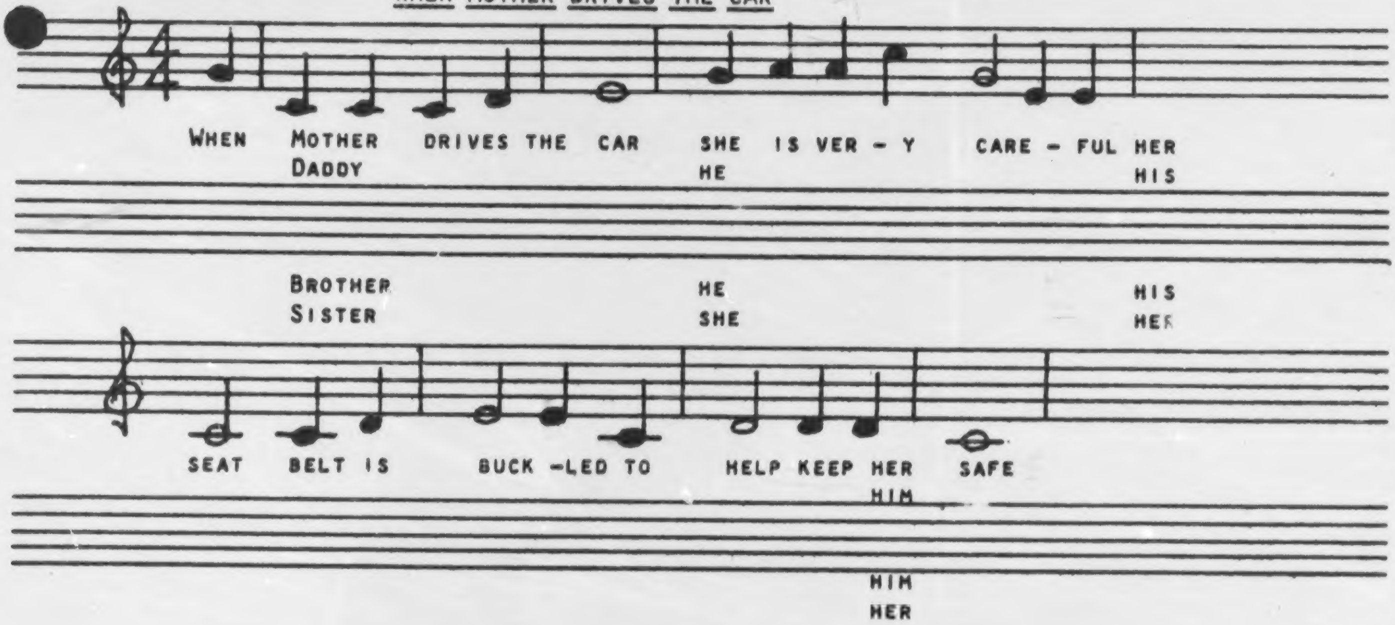
MASTER FOR REPRODUCTION C

CORRECT PLACEMENT OF SEAT BELT

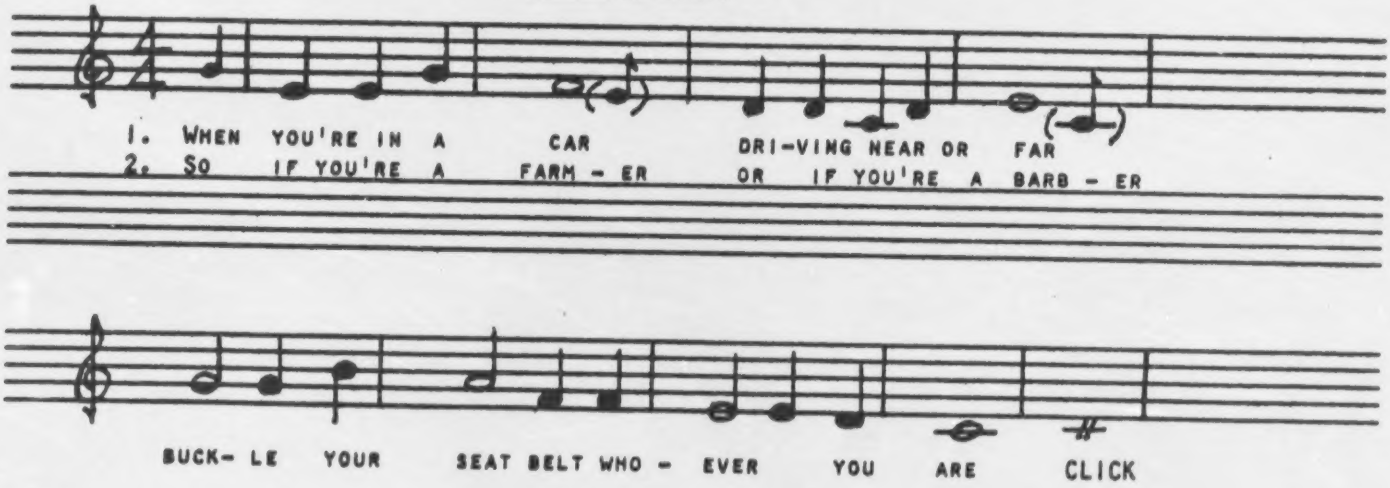
DIRECTIONS

Circle the picture of the child that has his seat belt in the correct position.

WHEN MOTHER DRIVES THE CAR


WHEN MOTHER DRIVES THE CAR SHE IS VER - Y CARE - FUL HER
DADDY HE HIS
BROTHER HE HIS
SISTER SHE HER
SEAT BELT IS BUCK -LED TO HELP KEEP HER SAFE
HIM
HIM
HER

WHOEVER YOU ARE


1. WHEN YOU'RE IN A CAR DRI-VING NEAR OR FAR
2. SO IF YOU'RE A FARM - ER OR IF YOU'RE A BARB - ER
BUCK- LE YOUR SEAT BELT WHO - EVER YOU ARE CLICK

MASTER FOR REPRODUCTION D

SONG: WHEN MOTHER DRIVES THE CAR

SONG: WHOEVER YOU ARE

DIRECTIONS

When introducing the song to the children, place emphasis on the seat belt and its importance.

TEACHER INFORMATION

DESIRABLE PASSENGER BEHAVIOR

Driving a car is a complex task which requires a combination of mental and physical skills so complicated that distractions of any type could lead to serious consequences. Roads, weather, the car and the driver all play a part of the picture. The passenger is part of that picture, too. He can cause an accident if he disturbs the driver. The passenger does not get a free ride. He has certain responsibilities just as the driver does.

1. Everyone should wear a seat belt while the car is moving.
2. Everyone must keep hands, head, and possessions inside the car window. If windows are closed or nearly closed, there is no danger that a child will topple out. It is also important that children lock the doors when they are riding as passengers.
3. No one may touch or bother the driver in any way. Conversation should be in quiet low tones to avoid disturbing the driver. Roughhousing causes driver distraction.
4. Lollipops and ice cream on a stick while riding can cause a potential hazard.
5. It is desirable to have soft toys in lieu of hard toys for car riding amusement.

ACTIVITY

Teacher-Directed Discussion

What rules are different for car riding? (List and discuss why they are different.)

Procedures for Exiting a Car

When possible, always exit on the curb side of the car. If this is not practical, the following procedure should be followed:

1. Check street traffic from behind and to the side.
2. Open door slightly (6-8 inches) and check again.
3. When traffic is clear, open door far enough to exit and exit to the rear staying close to the side of the car, proceeding to the sidewalk from the rear of the car.

ACTIVITIES

TYPES OF EXITS

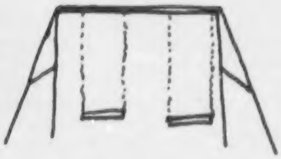
1. Discuss exits, where located and their purposes. Using the large section of a shoe box, have the children make a slash to be used as an opening. Have them color the box to represent where the exit is. Have them give clues and have classmates guess where the exit is, i.e., school building, house, or office building.

2. Place four chairs together so as to form the shape of a car. Have the children dramatize the procedures for exiting from a car. Have the children discuss if a child made an error in exiting. Have the children decide what it was and how to change it.

NOTE TO TEACHER: This activity allows the teacher to evaluate the students' exiting procedures.

3. Cover the bulletin board with butcher paper. Give each child a section to color a picture of himself exiting from the car. Variation: Tell the children they can pretend that they've taken a trip and to color a back spread to show this and to go with the first part of this activity.

SCHOOL ENVIRONMENTAL SAFETY ACTIVITIES



UNIT OBJECTIVES:

1. The student will acquire the knowledge to effectively cope with potential hazards within the school environment.
2. The student will be able to follow recommended procedures when confronted with simulated or real disaster warnings.

OBJECTIVE: The students will be able to demonstrate their knowledge of Fire Drill Procedures as measured by their performance during an actual fire drill.

CONCEPTS TO BE DEVELOPED:

1. Fire Drill Procedures are designed to get people out of a building as quickly as possible.
2. Calm, orderly behavior is essential in exiting a school building during a fire drill.

TEACHER INFORMATION

Fire drill evacuation procedures vary from county to county as well as from one school to another within a county. Teachers should have a list of procedures for fire drills and post it in the classroom. Each teacher should know the specific procedures that pertain to her classroom, i.e.:

1. What route to take during a fire drill.
2. How to line the children up.
3. To what place are the children evacuated.

The procedure should be practiced before the first scheduled fire drill for the year, and practice should continue throughout the school year.

INTRODUCING THE FIRE DRILL PROCEDURE

During the first few days of school, the teacher should introduce the concept of the FIRE DRILL. Discussion should include:

1. Why an orderly plan of exit is necessary.
2. Why schools have fire drills and what a fire drill is.
3. What might happen if the school did not have a fire drill.

Emphasis should be on purpose and procedures. Rules and procedures should be listed in sequential order. For non-readers pictures should accompany the procedures.

1. STOP WHAT YOU ARE DOING AND PUT EVERYTHING DOWN.
2. NO MATTER WHAT THE WEATHER IS LIKE, DO NOT GO FOR YOUR CLOTHING.
3. LINE UP IN AN ORDERLY MANNER.
4. LAST STUDENT IN LINE CLOSES THE DOOR.
5. WALK OUT IN A STRAIGHT LINE WITHOUT TALKING.
6. WALK TO ASSIGNED EXIT.
7. STAY BEHIND THE PERSON THAT WAS IN FRONT OF YOU.
8. REMAIN IN A STRAIGHT LINE WITHOUT TALKING UNTIL THE ALL CLEAR SIGNAL IS HEARD AND TEACHER GIVES YOU PERMISSION TO RE-ENTER THE BUILDING.

EMERGENCY CONDUCT PROCEDURES

Explain why it is important to remain calm during an emergency and to know what to do to remain safe.

a) Keep moving - (no stopping to go back for clothes, books, equipment).

b) Clear out - (so you won't block exits or streets from fire-fighting equipment).

c) Stay with your group (so your teacher knows you are safe).

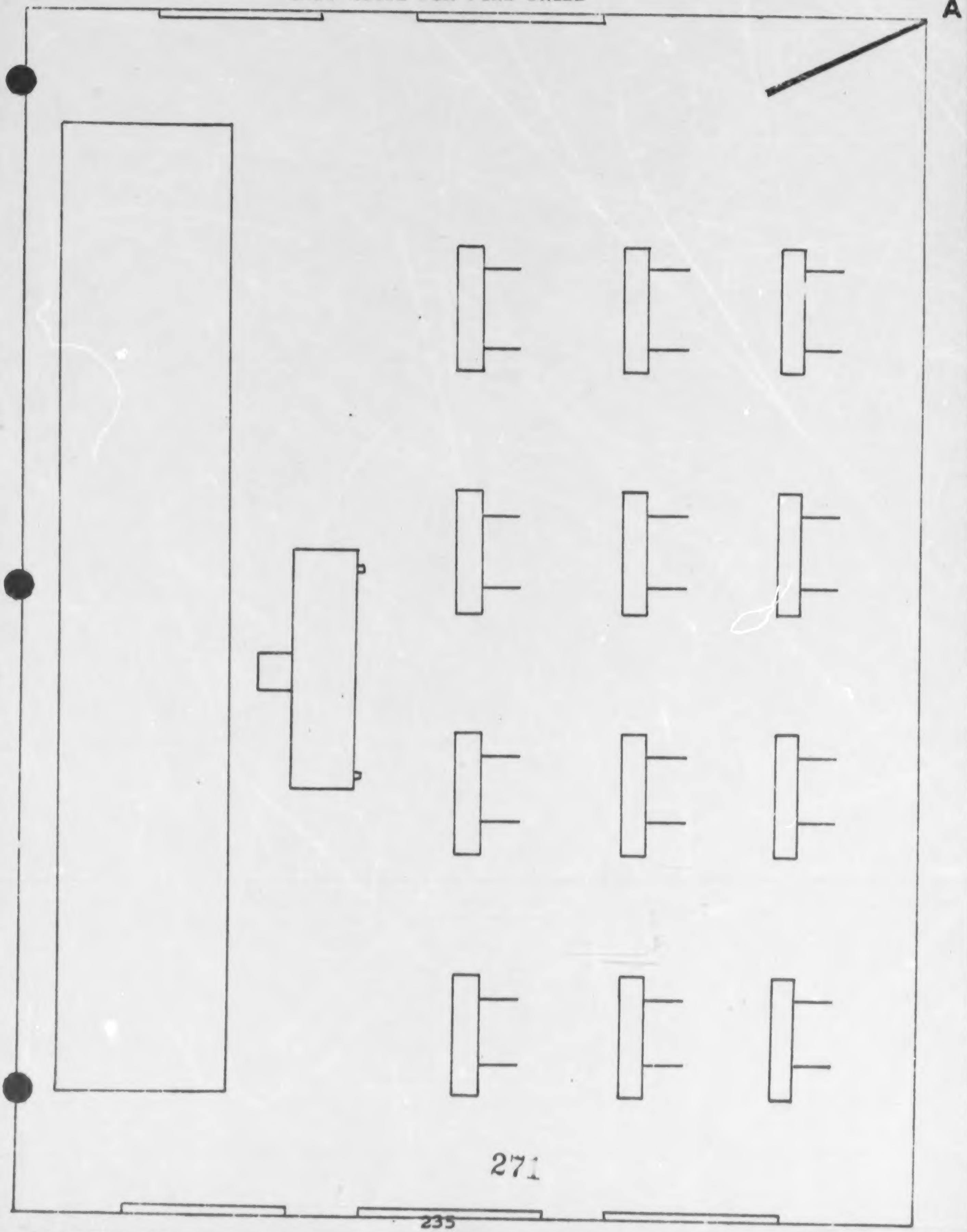
1. MASTERS FOR REPRODUCTION

A - Exit Route for Fire Drill

B - Fire Drill Exit Procedure

C - Fire Drill Fill-In Activity

EXIT ROUTE FOR FIRE DRILL



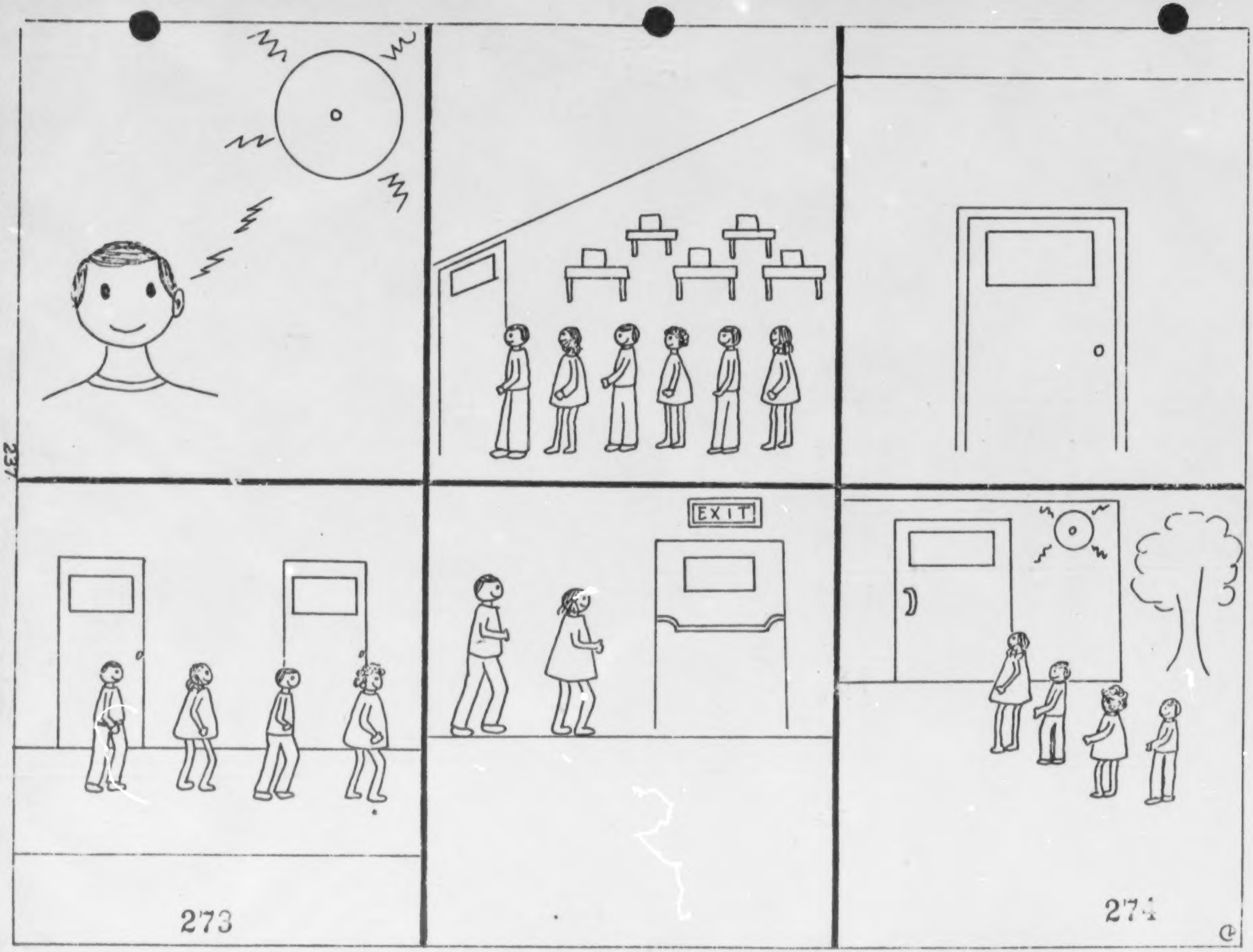
MASTER FOR REPRODUCTION A

EXIT ROUTE FOR FIRE DRILL

DIRECTIONS

Distribute ditto and discuss proper exit from classroom. After discussion children draw in route from their seat to exit door.

FIRE DRILL EXIT PROCEDURE


EXIT
273
274

MASTER FOR REPRODUCTION B

FIRE DRILL EXIT PROCEDURE

DIRECTIONS

Distribute the ditto and discuss each step in sequence with the children. For further emphasis, children cut out pictures in random order and place in proper sequence.

C

FIRE DRILL FILL - IN ACTIVITY

---

talk
walk
drills
children
fire
fireman
firetruck
alarm
smoke

Select one of the words from the box above and fill in the blank in each sentence below.

1. Tommy saw and smelled __________ coming from the kitchen.

2. Tommy needed to find an __________.

3. The ___________ would come with a _____________.

4. The __________ was soon put out.

5. The _____________ left the school building.

6. The children knew how to leave the school building because they had gone over fire __________.

7. Children should always _______ but never ________ during fire drill practice.

MASTER FOR REPRODUCTION C

FIRE DRILL FILL-IN ACTIVITY

DIRECTIONS

Distribute student handout. Student selects correct words and places them in the proper blank space.

FIRE DRILL READ ALOUD STORY

Sam became tired of practicing fire drills. He felt it was always the same thing over and over again. He just didn't understand why the same thing had to be done over and over and over again. Everytime he would hear the ring of the fire drill bell, he would mutter to himself, "Here we go again".

Sam always did what he was told to do during fire drills. He put down whatever he was doing, lined up quickly, walked in a straight line when he left the room, did not talk, stayed with the class and went to the assigned place outdoors. But.....everytime he heard the fire drill bell he would say, "Same old thing!"

One day right in the middle of Sam's favorite class - ART... guess what happened? You guessed it, the fire drill bell sounded. Sam quickly put down his paints and paint brush and lined up at the door ready to leave the building just like he had done so many times before.

While Sam was on his way out of the building, he noticed something different. He smelled a strange odor and then saw puffs of grey clouds moving. He knew than that this time he saw and smelled SMOKE! Sam continued quickly on his way out of the building. He soon heard sirens that seemed to be coming closer and closer to where he was. Suddenly Sam looked toward the front of the school. There to his amazement he saw fire trucks. How about that. There really is a fire.

The principal, Mr. Smith soon came along and told Sam's teacher and the other teachers, that it would be necessary for the children to sit down and wait for a few minutes. There had been a small fire, and it had to be put out. The principal said that he would keep the teachers informed as to what to do after he spoke with the Fire Chief. In the meantime, the teacher had Sam and his classmates sit down on the ground and wait. The children were buzzing as to what might have happened.

After waiting for a short while, the all clear bell rang. This meant that the fire was out and it was now safe for the teachers and children to go back into the building. Sam and his classmates went back to working on their art projects. The principal spoke over the loud speaker to all the teachers and children. He told them how the fire had started. He also told the children that they did a good job in exiting from the building and because of this, no one was hurt. "A job well done!", said Mr. Smith.

Sam could hardly wait to get home that evening to tell his family what had happened. As Sam thought about what he was going to tell his family, he suddenly realized that fire drills are really very important. They helped him to know the right thing to do when it really counted!

FIRE DRILL READ ALOUD STORY ACTIVITIES

1. Teacher can pre-record this story and children can hear it often. After story is well known the children can dramatize selection in their own words.

2. Children can illustrate story as a whole or the part they liked best.

3. COMPREHENSION QUESTIONS:
   - a) At the beginning of the story did Sam think that fire drills were important? Why?
   - b) In what class did the fire drill bell ring?
   - c) What did Sam notice on his way out of the building?
   - d) Why was Sam amazed?
   - e) What did Mr. Smith, the principal tell the children over the loud speaker when they had returned to the safe building?
   - f) At the end of the story Sam thought that fire drills were important? Why?
   - g) What can we learn from this story?

4. The story doesn't have a title. Discuss this with the children, and have them name possible titles.

OBJECTIVE: When confronted with specific situations involving General School Safety Procedures, the student will be able to apply those procedures independently.

CONCEPT TO BE DEVELOPED: Certain potentially dangerous equipment is designed to be used in a prescribed manner for maximum safety.

ENVIRONMENTAL

1. FIELD TRIP

Let's take a Visit - Have the children, after they've studied community helpers, give clues about where a community helper works. Have the children inject safety clues into their descriptions, i.e. grocery store (grocery cart) - people use this to hold things that they are going to buy, there are aisles for these, people should stay on the right side of the aisles. The children can take turns guessing the answers. They can do this with places they have studied or places they have visited on a field trip.

2. CORRIDOR SAFETY

Take the children into the corridors and have them observe the layout. Point out to them that they must go slowly around curves and how they can move faster as they walk in a path straight in front of them. Review with the children how the signs are helpful to cars in moving around on the highway and that they can also be helpful to them as pedestrians in the hallways. Have the children make signs that will assist them as pedestrians in the school corridor. Children can post meaningful signs in appropriate places. Example - At an area where four halls cross, have the children discuss the flow of traffic and how stop signs would be helpful. Other signs to consider would be yield, pedestrian crossing, curve, etc. It may be possible for the class to make these signs as a project and place them around the school according to need. If unable to post in the hall, signs may be posted in applicable areas throughout the classroom.

3. CREATIVE STORY - PLAYGROUND EQUIPMENT

Take the children outside and observe the various types of playground equipment. When they come back to the classroom have them discuss what they observed. Divide the children into groups and have them cut out pieces of construction paper in the shapes and forms of the play equipment. Have the children make paper cutouts of themselves from manila paper. Cover the bulletin board with paper. Place small pieces of rolled tape or thumb tacks into the items. Have children in the groups make up a story about playground safety. Have them take turns in presenting their stories and using the bulletin board.

4. LOCKER SAFETY

What Would Happen If? - As the children are seated go around the room and open all drawers, doors, etc. in classroom. Ask the children what would happen if they all got up and started walking around with all of these open? Also, ask them what they would do if they suddenly had a fire drill? What would happen if the hallway lockers were left the same way? Have the class make an experience chart listing why they should close things after use.

VARIATION: After this has been introduced, using a piece of writing paper, have the children cut a slash 3" down from center top of paper and then 2" to the left. Fold the paper back to resemble a door and then have the children write a story to go along with what they have discussed.

OBJECTIVE: The students will be able to recognize a natural emergency warning signal and seek out a responsible person for direction and advice.

CONCEPTS TO BE DEVELOPED: Specific natural disasters require specific precautions and actions. Because of the elaborate procedures and precautions involved, it is best to instruct children of this age level to know who to ask or seek out in the event of impending disaster.

The students will be able to list at least 2 characteristics for each type of disaster.

STORMS

INTRODUCTION OF DISASTER DRILL PROCEDURE

Familiarize the children with the disaster drill procedure during the first few days of school so that they'll be prepared for the initial drill. (Procedures vary from county to county.)

1. TORNADO ACTIVITY

   Indicate to the children the purpose of a drill. Explain to them that the tornado is one type of storm. Discuss properties of a tornado - destructive, property damage, injuries, etc. Place a marble in a fruit jar - fill 3/4 of the jar with water. Shake the jar and have the children observe. Review how the marble started at the top and in a swirling motion fell to the bottom. Parallel this with tornado action.

2. VISUAL BLIZZARD ACTIVITY

   Use pieces of clear plastic wrap that are about 8" long. Give each child a piece and have him hold it up in front of his eyes. and look through it. Have them discuss what they see through the paper and how it looks without the paper. After discussion, have children take thick white tempera paint, white magic marker or white crayon and make dots on the plastic wrap to resemble snow. Have the children hold it up, look through and compare what they saw the first time as compared to what they saw. Elicit problem of visibility when walking through snow in winter.

TEACHER INFORMATION

HURRICANE

APPROACHING STORM

Get and use only official information. Keep radio or TV on and listen for latest official storm information. If power fails, use battery radio and continue to listen throughout the storm. Decide what you are going to do and where you are going to stay. If near a coastal area, residents should get away from low-lying beaches or other locations which may be swept by high tides or storm waves. Be sure there is extra food and that it can be eaten without cooking or little preparation (non-refrigerated). There may be a shortage of water; therefore, fill containers full with water. Make sure flashlights and other emergency lights are working and nearby lanterns and candles can be used, and if so, be sure that matches are nearby. If walking for protection, be aware of blowing objects. If driver for protection, have a full gas tank for the pumps run on electricity and if there is a power failure, there wouldn't be any gas.

DURATION OF STORM

Be calm and cautious and continue to listen to reports from the weather bureau, Red Cross, and other local agencies. Keep inside. Close window on windward side and keep one open on the leeward side if it is a tornado or hurricane. If the center or eye of a hurricane passes directly over you, there will be a lull in the wind lasting from a few minutes to one-half hour or more. Stay in a safe place. During and after a storm, washed out or flooded highways and streets, may be blocked by fallen trees, poles and wires... avoid them. Stay away from disaster areas. Walk and drive cautiously. Be aware of trees or branches that may be weakened and ready to fall, for buildings that may be near collapse, and for bridges or roads that may be damaged or ready to give way under the added weight of passing cars. Debris-filled streets are dangerous so keep your eyes on the road. Along the coast and near streams, the soil may be washed from beneath the pavement, causing it to collapse under the weight of vehicles.

TORNADO

Go for shelter. If in open country, move away from it at right angles. If unable to escape, lie flat in the nearest ditch or ravine. If near a building, go inside--preferably in a steel-reinforced building. Avoid auditoriums, gymnasiums, or other large halls with large poorly supported roofs. If in a house, stand in an interior hallway or a lower floor, or climb under heavy furniture in the center of the house. Safest spot is the corner of the basement toward the direction from which the tornado is approaching. Place hands over head - squat. If there is insufficient time to go to shelter, students should go to the inside wall of the room away from windows, squat on the floor next to a wall, keep their heads down or get under the desks or furniture either by squatting or lying prone on the floor, face down.

BLIZZARD

Several layers of loose-fitting, lightweight but warm clothing are the best protection against the cold. Mittens, tight at the wrists are warmer than gloves with fingers. If the vehicle gets stuck, stay with it where rescuers can more easily spot you. Don't attempt to walk for help, for it is easy to lose direction and become lost. Don't stay in one position for too long. Clap your hands and move arms and legs vigorously from time to time to stimulate blood circulation and keep muscles from getting cramped. Buses have 2-way radios to use for calling help. There may be an early dismissal from school. The school bus driver should care for children he is unable to deliver. In the morning, listen for school closings on the news.

FLOODS

Bus -- during a flood, it may be necessary for a bus to use an alternate route. If so, parents must be notified in advance as to adjusted bus routes and where the child will be picked up and taken to.

SUBJECT AREA CROSS REFERENCE

KEY: G - Group
I - Individual
T - Teacher Directed Activity
* - Master for Reproduction

	TYPE OF ACTIVITY	PAGE NUMBER
ART		
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2. Safety Belt Facsimile	G	224
Pedestrian Perceptual Safety		
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2. * Color Recognition Using Vehicles - W	I-T	66, 69
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4. * Size Discrimination - Wide, Narrow, Large, Small - B^1	I-T	66, 79
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2.	Original Bus Books	T-G-I	160
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5.	* The Right Way to Behave - G	T-G-I	175-176

AUDITORY ACTIVITIES

Pedestrian Perceptual Safety

Sound Discrimination - Animals and Objects

1.	Animal Blindman's Bluff	T-G	83
2.	Imitating Animal Sounds	T-G-I	82-83
3.	* Matching Objects to Loud and Soft Sounds - H[1]	T-G-I	97-100
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School Bus Safety

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School Environmental Pedestrian Safety

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2.	Corridor Safety	T	244

MASTERS FOR REPRODUCTION

KEY: MATH - Mathematics
MUSIC - Music
NISA - Non-Integrated Safety Activity
RDG - Reading Development Activity

Auto Passenger Safety

1.	Correct Placement of Seat Belts - C	NISA		225-226
2.	Entering a Car - Out of Sequence - A	NISA		216-217
3.	Fastening and Unfastening Seat Belts - B	NISA	G-I-T	216, 222
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Bicycle Safety

1.	Bicycle Crossword Puzzle - F	RDG	I	201, 212
2.	Draw a Line from the Vehicle to the Correct Word - A	RDG	G-I-T	201- 202
3.	Dress Your Bicycle for Safety-D	RDG	G-I-T	201, 208
4.	How Many Can Ride? - C	MATH	G-I-T	201, 206
5.	How Many Wheels? - B	MATH	G-I-T	201, 204
6.	The Well Equipped Bicycle -E	RDG	G-I-T	201, 210

Pedestrian Perceptual Safety

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Hogg, B. J. Skill Bees. Box 295, Route 1, Vicksburg, Missouri 49097: Child Tested Skill Builders, 1971. (The set includes filmstrips, slides and activities concerned with:
- Basic Writing Strokes - Kit No. SKB-101
- Figure Ground Discrimination
- Multi-Match Cards - Kit No. SKB-600
- Shapes - Kit No. SKB-200
- Visual Motor Sequencing - SKB-100

Instructive Devices, Inc. How Do You Go To School? (Bus Safety). Pawtucket, Rhode Island 02860: Instructive Devices, Inc., Packet includes:
- 1 - 35mm filmstrip
- 1 - sing-a-long cassette
- 30 - cartoon booklets
- 1 - LP record
- 1 - talk-a-long cassette
- 12 - safety posters
- Teaching Guide

This program covers 22 important rules for school bus safety in song, verse and narration.

Milton Bradley Company. Miniature Traffic Signs. Des Plains, Illinois 60018: Milton Bradley Company.

Milton Bradley Company. Useful Signs to See and Read. Des Plains, Illinois 60018: Milton Bradley Company. (Teaching aid for functional reading programs. Thirty large cards contain traffic, driver education and safety signs which children are likely to encounter in every day living. Suggestions for use are included.)

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National Safety Council. All About Bikes - A Bicycle Safety Program. Chicago, Illinois: National Safety Council.

National Safety Council. Teaching About Safety. 425 N. Michigan Ave., Chicago, Illinois 60611: National Safety Council. (Elementary Education Resource Units. These units offer a comprehensive but flexible guide for helping children to learn about safety. Each unit deals with an individual safety topic and is prepared on three levels (pre K through 1, 2 and 3, and 4 through 6.) Each level contains its own behavioral objectives, content outline and suggested learning and evaluation activity. Supplementary materials for copying and a list of additional resources are also included, An important feature of each unit is the introduction to the teacher which explains the basic goals of safety education and suggests ways in which the resource unit can be used, Units may be purchased separately.)

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Walt Disney Study Prints. *Bicycle Safety Set No. 102*. 545 Cedar Lane, Teaneck, New Jersey 60068: Walt Disney Films. (A series of 9 study prints based on the Walt Disney 16mm film titled, "I'm No Fool with a Bicycle." Each print contains teaching aids and suggested activities printed on the back.)

Walt Disney Study Prints. *Fire Prevention*. 545 Cedar Lane, Teaneck, New Jersey 60068: Walt Disney Films. (A series of 9 study prints based on the Walt Disney 16mm film titled,"I'm No Fool with Fire." Each print contains teaching aids and suggested activities printed on the back.)

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FILMS AND FILMSTRIPS

Films

Auto Passenger

How and Why to Use Safety Belts. (16mm, color, 8 min.) A definitive in-depth approach, dramatizing the need for safety belts, and explaining why safety belts save lives. Footage covers standard seat belts, lap-shoulder belts, full-harness belts, and includes the best current protection for the traveling child. Buckle assemblies and buckle adjustments for foreign as well as domestic model cars are explained in detail, with instructions for use and maintenance of these as well. Available from American Safety Belt Council, Inc., Public Education Office, P. O. Box 539, Los Angeles, Calif. 90028.

Safety Belt for Susie. (16mm, color, 11 min.) Child's doll dramatizes need for seat belts in rear seat for children. Purchase or rent from University of Illinois, Visual Aids Center, Division of University Extension, Champaign, Ill., 1964.

She Purrs Like a Kitten. (16mm, color, 5 min.) A pair of elderly ladies in a chauffeur-driven car are busily chatting. The narrator says sarcastically that they have too many fascinating things to talk about to fasten their safety belts. The car stops suddenly and they both are shown getting up and back into their seats in a "comic" manner. In a second shot of the ladies later in the film, the narrator says that safety belts are important to car maintenance because you can avoid "body repairs". Again at the end of the film, he reminds viewers to keep their safety belts fastened. Available from Data Films, 2625 Temple St., Hollywood, California.

Bicycle

A Monkey Tale. (16mm, b&w, sound, 9 min.) A family of monkeys demonstrates both safe and unsafe ways to drive a bicycle. Available for purchase from Encyclopedia Britannica Films, 425 N. Michigan Ave., Chicago, Illinois.

Bicycle Safety. (16mm, b&w, sound, 11 min.) Driver responsibilities explored include bicycle maintenance and obeying traffic rules. Available for purchase from McGraw-Hill Co., Text-film Division, 330 W. 42nd St., New York, N.Y. 10036.

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Bicycle Safety Program. Film Loops, Inc.,P. O. Box 2233, Princeton, New Jersey, 1971.

Bicycle Safety Skills. (16mm, color or b&w, sound, 11 min.) The theme "good cyclists today, good motorists tomorrow," is emphasized. A youngster shows his small brother safety practices that make cycling safe as well as enjoyable. Available for purchase or rental from Coronet Instructional Films, 65 E. Water St., Chicago, Illinois 60601.

Bicycling Safely Today. (16mm, 20 min.) Pleasantly illustrates how cyclists can achieve full enjoyment from their wheels. It is the perfect film for solving safety problems in the community. Available on loan from Bicycle Institute of America, 122 E. 42nd St., New York, N.Y. 10017, 1972.

I'm No Fool with a Bicycle. (16mm, color) The bicycle, as Jiminy Cricket points out, is a wonderful invention--even more wonderful if we know the right way to do things with it. After tracing the history of the bicycle from its first invention in France around 1810 up to the modern safety bike as we know it today, Jiminy graphically illustrates the wrong and the right things to do with a bike. He's strongly recommending the latter, that is - "If you want to live to be 92." Available for purchase or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652, 1971.

Once Upon a Bicycle. (16mm, b&w, sound, 10 min.) In this film the young cyclist is likened to the driver of other vehicles. Under the guidance of a motorcycle officer, youngsters are shown how to drive their bicycles safely. Available from National Child Safety Council, 125 W. Pearl St., Jackson, Michigan. Free loan to members of the National Child Safety Council.

One Got Fat. (16mm, color, 15-1/4 min.) Ten bicycle drivers are prevented from reaching their destination by individual mistakes. Purchase or rent from Henk Newhouse, Inc., 1017 Longaker Road, Northbrook, Illinois 60062, 1963.

Safety on Two Wheels. (16mm, color, 6-1/2 min.) Produced and available from Aetna Life Insurance Company, Hartford, Conn.

Seven Rules of Bicycle Safety. (16mm, color, 6-1/2 min.) 7 rules accepted by safety experts are demonstrated in this film for children. The positive approach is taken by showing only the right way to drive a bike. Purchase from Anthony Lane Film Studios, Inc., 7401 Wayzata Blvd., Minneapolis, Minn. 55426, 1965.

Stop and Go On a Bike. (16mm, sound, color, 13 min.) A boy named Chuck discovers that courteous behavior on a bike is not only safer, but more fun. He learns his lesson with the help of two safety puppets and a policeman. Available on free loan from Association Films, Broad and Elm Sts., Ridgefield, New Jersey 07657.

The Bicyclists. (16mm, sound, color, 15 min.) A Danish film with English narration. The story of a lively red bicycle and its two owners: one who obeys all the rules and one who does not. Available for rental from WesternnCinema Guild, 244 Kearny St., San Francisco, Calif. 94108.

The Day the Bicycles Disappeared. (16mm, color, 14 min.) Safe and courteous bicycle driving habits are presented in fantasy form. Purchase from American Automobile Association Foundation for Traffic Safety, 1712 G St., N.W., Washington, D. C.

You and Your Bicycle. (16mm, b&w, 10-1/2 min.) Hazards met on a trip to the store for Mom, safety maintenance and correct driving habits are featured. Purchase or rent from Progressive Pictures, 1810 Francisca Court, Benifica, Calif. 94510, 1961.

Your Bicycle and You. (16mm, sound, color, 13 min.) Compares bicycles and automobiles, discusses bicycle operation and care as well as rules of the road. Available for purchase from Modern Learning Aids, Division of Modern Talking Pictures, 3 E. 54th St., New York, N. Y. 10022.

Filmstrip

I'm No Fool with a Bicycle. Riding a bicycle in 1810 in France was probably just as much fun as it is today in America... but even our modern safety bike can be dangerous. Jiminy Cricket traces the history of this popular invention and demonstrates the rules for safe riding. He urges children to keep their bikes in good working order and to follow automobile safe driving regulations. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey. 33-1/3 rpm record and filmstrip available from Maryland State Department of Education, Safety and Transportation, P. O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240.

Bus

Bus Driver's Helpers. (16mm, color, 10 min.) Explains proper school bus conduct to elementary pupils. Available for purchase from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

In Step with Safety. (16mm, color, 14 min.) Gives children the rules for school bus safety and the reasons for observing them. Available for purchase from Robert M. Carson Productions, Box 1306, Winter Park, Florida 42790, 1960.

Safety On Our School Bus. (16mm, color or b&w, 11 min.) Explains proper procedure for getting on and off a bus and six common sense rules for safe conduct. Available for purchase from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611.

School Bus Patrol. (16mm, color & b&w, 14-1/2 min.) Shows how a school bus patrol operates. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G St., N. W., Washington, D. C. 20006.

School Bus Safety With Strings Attached. (16mm, b&w, 18 min.) Using folding chairs and student volunteers, the narrator creates a hilarious school bus ride to demonstrate the rules of passenger safety and etiquette. Available for purchase from National Safety Council, 425 N. Michigan Ave., Chicago, Illinois 60611. Stock No. 278.13, 1964.

The School Bus and You. (16mm, color, 10 min.) Designed to teach school bus safety and courtesy to elementary school children. Purchase or rent from Mogull's, 112-14 W. 48th St., New York, New York 10039, 1964.

Filmstrips

Here's How We Ride a School Bus. Sponsored by the Ontario Department of Transportation. Has been designed to encourage pupil participation and discussion. For this reason, there is no sound track. This provides full flexibility to meet every teaching situation.

School Bus Safety. Safety rules for school bus passengers. Available for purchase from Visual Sciences, P. O. Box 599, Suffern, New York 10901.

Pedestrian

A First Film on Finding Your Way to School Safely. (16mm, color, 9-1/2 min.) recognizing landmarks and understanding safety rules. Rental $6.50. Sale $120.00. B.F.A. Educational Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

Dick Wakes Up. (16mm, b&w or color, 13 min.) Dick, who had an accident because he ran into the street without looking, dreams in the hospital that he has two other selves named Good Judgment and Bad Impulse. He learns about good safety practices from their arguments. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G. St., N. W., Washington, D. C., 1955.

I'm No Fool as a Pedestrian. (16mm, color) Ever since the Egyptians built the first paved roads in 3000 B. C., the pedestrian has been fighting for his life. The sidewalk, first invented in Paris in 1780, gave some relief but soon the automobile came and the pedestrians' lives were again hazardous. To survive, the pedestrian has had to learn how to walk properly--where to walk--and when to walk. Only by following the rules can the pedestrian successfully reach his goal from one place to another. Available from Walt Disney Educational Materials, 495 Route 17, Paramus, New Jersey 07652, 1971.

Let's Stop and Go Safely. (16mm, 18 min.) Illustrates several street safety situations such as roller skating, running between parked cars, crossing intersections, and how observing rules prevents accidents. Rental $4.50. Roa's Films, 1696 N. Astor St., Milwaukee, Wisconsin 53202.

Look Alert - Stay Unhurt. (16mm, b&w, 14 min.) emphasizes the causes of many pedestrian accidents and how they can be avoided. National Film Board of Canada.

On Your Own. (16mm, b&w or color) A captivating comparison of pedestrian safety rules and training with the training of an astronaut. Available for purchase from Sid Davis Productions, 2429 Ocean Park Boulevard, Santa Monica, California 90405, 1962.

Timothy the Turtle. (16mm, 5 min.) emphasis on watching for turning cars. American Automobile Association, Washington, D. C., ($13.00) (Part of the "Otto the Auto" Series), 1959.

Filmstrips

I'm No Fool as a Pedestrian. Egyptians built the first paved roads in 3000 B. C., and pedestrians had to start dodging reckless chariot drivers...the first in a long history of walking safety problems. The sidewalk, invented in 1870 in Paris, gave some respite, but soon the automobile created more hazards. Jiminy tells how, when and where to walk in order to avoid accidents. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652. 33-1/3 rpm record available from Maryland State Department of Education, Safety and Transportation, P. O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240.

Street Safety. Primary to intermediate, color, cost $6.50. McGraw-Hill Text-films, 330 W. 42nd St., New York, N.Y. 10036.

Walking to School. Primary, color, Curtis Publishing Co., Audiovisual Materials Division, Independence Square, Philadelphia, Pennsylvania 19105.

School Safety. (16mm, color) Proves that something can be done to prevent needless and tragic loss of life because of fire. Donald and his nephews present a convincing solution to the problem. Each family must be prepared to follow a prearranged fire escape plan when fire strikes a home. The need for a plan--how to make a plan--and how to carry out a plan--is the vital message and the theme of this film. Available for lease or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey.

Handling Garden Tools Safely. (8mm, color, sound, 3 min.15 sec.) Proper use of rakes, forks, shovels and other garden equppment as well as the importance of proper storage is illustrated through a real-life situation. Available from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611, 1968.

Handling Knives and Scissors Safely. (8mm, color, sound, 2 min. 35 sec.) A youngster building a model airplane is the subject of this film that illustrates with animated diagrams the proper use of knives and scissors to avoid painful accidents. Available for purchase from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611, 1968.

I'm No Fool with Fire. (16mm, color) A cave man first discovered he could produce fire by striking two rocks together and history reveals that since that time fire has been one of man's best friends as well as one of his deadliest enemies. From bitter experience, man has learned he must understand fire--how to start it--how to control it--and how to put it out. Jiminy Cricket presents the basic rules of fire prevention and fire fighting summing up his philosophy when he states, "The best way to fight fire is not to have one in the first place." Available from Walt Disney Educational Materials, 495 Route 17, Paramus, New Jersey 07652, 1971.

Junior Fire Department. (16mm, b&w, 20 min.) Shows how fire prevention education may be taught in public schools and how these lessons can influence fire safety at home. Purchase from Cinesound Company, 1037 N. LaBrea Avenue, Hollywood, California.

Sixty Seconds to Safety. (16mm, b&w, 12 min.) Points out common fire hazards in schools. Available for purchase, rent or loan from American Film Registry, 1018 S. Wabash, Chicago, Illinois 60605.

The Fire Triangle. (16mm, color or b&w, 13 min.) Demonstrates how firemen control fires by eliminating one of the three components of fire. Purchase or rent from University of Texas, Visual Instruction Bureau, Austin, Texas, 1962.

Trouble Takes No Holiday. (16mm, color, 17 min.) How a false alarm sparks a school campaign to re-educate pupils to be fire-safety conscious. Purchase or loan from Association Films, Inc., 600 Madison Avenue, New York, N.Y. 10022, 1964.

Filmstrip

I'm No Fool with Fire. Long ago a cave man struck two rocks together and sparks flew...and ever since that time, mankind has been trying to control fire. Here Jiminy explains the dangers of fire, describes some of the advances our skill in using fire has made possible, outlines fire-fighting procedures, and presents basic fire prevention rules for young children to follow. Available from Walt Disney Educational Materials Company, 495 Route 17, Paramus, New Jersey 07652.

Games

Creative Playthings. Perception Plaques (a matching game). P. O. Box 1100, Princeton, New Jersey 08540: Creative Playthings.

Norbert Specialty Corp. Traffic Sign Bingo. New York, New York 10032: Norbert Specialty Corp.

Otto Maier Verlag. Positive and Negative (a perceptual matching game). New York, New York: manufactured by Otto Maier Verlag, Rauensburg, West Germany for Creative Playthings, a Division of CBS, Inc.

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Student Activity Books

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Glogau, Lillian, Krause, Edmund. Let's See. St. Louis, Missouri: American Optometric Association, 1970.

Hoffman, James. Come Play with Me. Birmingham, Michigan: The Instructional Fair, Inc., 1970.

Teacher Preparation

American Mutual Insurance Alliance. Here's How - Traffic Safety Project Ideas. Stromberg Allen and Co., 1963.

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